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ABSTRACT

This resource directory contains career information and services available for use by teachers, counselors, administrators, and others who work with special needs students. Descriptions of specific materials which pertain to vocational education for handicapped and/or disadvantaged students are broken out into six major areas: (1) programs and projects; (2) curriculum and instruction; (3) personnel and professional development; (4) guidance, counseling, and other support services; (5) job placement; and (6) evaluation. Each annotation is comprised of the following information: bibliography, type of media, cost range, descriptors, user, source, and annotation. Appended to the directory are sections dealing with strategies for implementation; exemplary programs; and additional periodicals, organizations, and agencies. (LRA)

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ED195827

RESOURCE DIRECTORY FOR VOCATIONAL PROFESSIONALS WORKING WITH SPECIAL NEEDS STUDENTS

by

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The publication was developed by the
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in cooperation with the

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CE 027 571

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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JAN 26 1981

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A project of this magnitude involves many, many hours of work from support staff. The writers are indeed grateful to Shelly Brand, Sandra Crowley, Susan Burns, Brenda Easton, Cher Weber, Jan Thornton, Lori Shultz, and Becky Henderson for the typing required for the project.

Jo Behymer, Project Director
Carla Kirts, Research Assistant
Kim Heithoff, Research Assistant

PREFACE

The Resource Directory for Vocational Professionals Working with Special Needs Students contains career information and services available for use by teachers, counselors, administrators, and others who work with special needs students. The Directory contains descriptions of specific materials which pertain to vocational education for handicapped and/or disadvantaged students. The descriptions, annotations, contain:

- Bibliography - title, author/editor/compiler, year
- Type of Media - book, journal article, slide series, etc.
- Cost Range - hard copy (HC), microfiche (MF)
- Descriptors - identifiers, key terms
- User - educator, administrator, counselor
- Source - address, telephone number, number of pages, ED number
- Annotation - abstracted description of content

Cost ranges, rather than specific price quotations, have been used because of frequent price changes. When a six digit ED number appears in the "source," the specific costs can be determined by referring to the "ERIC Price List" appearing at the end of the Directory.

The annotation portion of the Directory has been divided into six broad sections which are delineated with thumb marks. Many references could have been placed in more than one section. Therefore, each resource has been cross-referenced by the descriptors in the "User's Guide." For example, if readers are interested in information relating to counseling of an orthopedically handicapped student, they should refer to those terms in the "User's Guide" as well as the resources located in the "Guidance, Counseling, and other Support Services" section of the Directory.

A major purpose of the appendix is to provide specific strategies which the vocational professional can implement immediately. Key terms from the appendices also have been included in the "User's Guide."

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PROGRAMS AND PROJECTS

Bibliography Project Missouri LINC

1980

Type of Media Telephone hotline*
Newsletter

Cost Range Free

Descriptors Curriculum guides, activities, resources; instructional management; vocational education models and programs; vocational education programming

User Educator
Counselor
Administrator

Source Dr. Carl T. Cameron, Department of Special Education/
Department of Practical Arts and Vocational-Technical Education, 515 South Sixth Street, Columbia, MO 65211

Annotation

Missouri LINC is a UMC-based project funded through the Missouri Department of Elementary and Secondary Education, Divisions of Special Education and Vocational Education, Programs for Disadvantaged and Handicapped. This project is available to provide technical and resource services at no charge to public school personnel in the State of Missouri.

Project Missouri LINC. Project Missouri LINC recently began a program of providing resource information and technical assistance to vocational and special educators, supervisors, department heads, and administrators. The project focuses on the development of strategies for the operation of vocational programs for handicapped students. Five components are included: consultant and technical assistance; hotline information; newsletter; model programs; development of curriculum materials; and an inservice summer workshop offered to vocational and special educators and evaluators.

Consultant Service-Technical Assistance. The consultant service is designed to assist local educators in special and vocational education in development of cooperative inservice plans to assist in meeting the needs of handicapped students in vocational programs. By working cooperatively with the local district, the consulting team will provide assistance in conducting a needs assessment survey, evaluating existing conditions, developing and implementing new programs.

Toll Free Hotline. The LINC hotline is a telephone information service for educators. You are encouraged to call the toll free number for answers to questions concerning materials acquisition, appropriate teaching techniques and strategies, and curriculum modification. Trained staff members answer calls during the standard working day. Many problems can be answered immediately. Others take some research, but the turn-around time for response is still relatively short, a maximum of four days. The staff is

*Toll Free Hotline Number: 800-392-0533

also prepared to send printed material, do an in-depth research report, or make a referral to a consulting team for more extensive development.

Lincletter. The newsletter is a publication of Project LINC. Published monthly during the academic year, the Lincletter serves as the voice of Project LINC, disseminating relevant information on vocational programs for handicapped students to educational personnel in the State of Missouri.

Model Programs. A primary thrust of the model programs is to identify the model vocational programs in Missouri serving handicapped students. Once programs have been identified, multimedia and printed presentations will be distributed through the Missouri LINC. In addition, specific vocational curriculum materials for the handicapped and position papers will be developed and disseminated through the LINC and the University of Missouri-Columbia Instructional Materials Laboratory (IML).

Bibliography

Special Education Resource Location Analysis and Retrieval System (SER-LARS)

1976

Type of Media

Data Bank

Cost Range

$20-$25 MF
>$150 HC*

Descriptors

Curriculum guides, activities, resources; disadvantaged; handicapped; instructional management

User

Educator
Counselor
Administrator

Source

Bureau of Special and Compensatory Education,
Pennsylvania State Department of Education, P.O. Box 911,
Harrisburg, PA 17126
ED 176 467, 78 pages

Annotation

The multi-volume series (1975-76 editions) of references to a diagnostic-prescriptive instructional data bank present an efficient way of locating special education materials. Volumes include:

1) User's Handbook ($1 MF; $8 HC)
2) Learning Objective History I ($7 MF; $42 HC)
3) Learning Objective History II ($5 MF; $33 HC)
4) Learning Objective History III ($4 MF; $28 HC)
5) Objective Referenced Measures ($1 MF; $12 HC)
6) Instructional Materials, Teacher Made and Commerically Adapted ($2 MF; $23 HC)
7) Instructional Materials by Title ($4 MF; $22 HC)
8) Instructional Materials by Publisher ($4 MF; $27 HC)
9) Resource Volume on Test Information ($1 MF; $11 HC)
10) Instructional Methods I ($4 MF; $30 HC)
11) Instructional Methods II ($4 MF; $24 HC)
12) Instructional Methods III ($2 MF; $17 HC)

*It is suggested that schools or districts, not individuals, order this system.

Bibliography	Vocational/Career Education Programs for Persons with Special Needs Tindall, Lloyd W., Compiler 1976
Type of Media	Catalog
Cost Range	<$1 MF $1-$5 HC
Descriptors	Curriculum materials, instructional management, mainstreaming, resource guides and bibliographies, vocational education models and programs
User	Administrator Educator Counselor
Source	Center for Studies in Vocational and Technical Education, 964 Education Science Bldg., 1025 W. Johnson St., University of Wisconsin, Madison, WI 53714 ED 132 280

Annotation

This catalog provides information on the 159 vocational/career education programs which have been funded by the 1968 vocational amendments and Wisconsin's 16 vocational-technical and adult education districts to provide services to special needs students. The preface indicates that many innovative methods and techniques for training special needs students can be found in the various programs, which provide prevocational and supportive services for special needs students. Modifications in vocational curriculum areas have been made in many of these programs. The intended audience is high school and vocational-technical adult education (VTAE) counselors and agencies and persons who are working with special needs students.

The table of contents provides a listing of the disadvantaged and handicapped occupational programs. Each program citation includes title, address, name, and phone number of an information contact and an administrative contact, type of handicapped students served, and a one- or two-sentence program description.

The index provides a quick reference for the identification of programs by prevocational, supportive service, and curriculum areas.

Bibliography

Guidelines for Improvement of Vocational Programs and Resources to Serve Needs of Handicapped Students

Camaron, R. James et al. 1975

Type of Media Report

Cost Range < $1 MF
$10-$15 HC

Descriptors Assessment, attitudes, community resources and involvement, grant writing and funding, social skills, vocational education/programming

User
Educator
Counselor
Administrator

Source Performance Management Specialists, Inc., Englewood, CO 80110
ED 142 806, 271 pages

Annotation

A statewide census of all Colorado's handicapped citizens led to a research project which was designed to assess the vocational education and service needs of Colorado's handicapped youth and develop guidelines to modify and improve the existing secondary vocational programs to meet these needs. After collecting the data (primarily by survey) a comparative study of the perceived needs and the existing programs was conducted.

The students revealed that there were numerous barriers to serving the vocational education needs of the handicapped. Twenty-nine of these barriers were identified by statement and organized into five general areas: awareness/acceptance of the handicapped, social-interpersonal relations, program administration and funding, school curriculum, and counselor/teacher problems.

From these findings the authors generated a list of issues and actions for program improvement and a preliminary list of strategies for implementation. Finally after synthesizing all the information, the formal list of guidelines (contained in this document) was developed and organized around eight vocational education service areas: identification, assessment, vocational education planning, programming and instruction, personnel, resources and services, school/community coordination, and environment.

The appendices encompass a large portion of this document and include several survey forms and reference material.

Bibliography

Exemplary Programs for the Disadvantaged: A Report of a National Study

Wircenski, Jerry L. 1979

Type of Media Study Report

Cost Range Free

Descriptors Disadvantaged, mainstreaming, needs assessment, program evaluation, vocational education models and programs

User

Administrator
Educator
Counselor

Source

Dr. Wircenski, Division of Occupational and Vocational Studies, The Pennsylvania State University, University Park, PA 16802
160 pages

Annotation

The purpose of this publication is to share the results of a national study of exemplary programs for the disadvantaged at the secondary, post-secondary or adult levels. Through a grant from the Pennsylvania Department of Education, Bureau of Vocational Education, the Division of Occupational and Vocational Studies conducted a study of programs serving the academically and economically disadvantaged in cooperative, self-contained and mainstreamed classes.

It is hoped that these data can be useful to the vocational education community in such areas as planning new programs to serve the disadvantaged, evaluating existing curriculum offerings, identifying needed support services and support personnel. Employing the findings to better understand the operational environment which surrounds vocational education for the disadvantaged provides another major use. More specific uses are delineated for educators, administrators/planners, and support services personnel.

Bibliography

Career Education: Exemplary Programs for the Handicapped

Lake, Thomas P., ed. 1975

Type of Media Program Descriptions

Cost Range $5-$10 HC

Descriptors Handicapped, job seeking skills, measurement and evaluation, models and programs in career education, vocational education models and programs, work related competencies

User Educator

Source Council for Exceptional Children, Publications Sales,
1920 Association Drive, Reston, VA 22091 703-620-3660
98 pages

Annotation

This publication contains reports of six career education programs for handicapped adolescents and young adults.

1) Career Development Center - An alternative high school program which offers academic and vocational programs to students 15-21 years old who have experienced difficulty adjusting to public schools (Syosset, NY).

2) Mobile Van Program - Employment potentials of 10th grade special education students are assessed with psychometric tests, work samples, and observation of work behavior (Baltimore, MD).

3) Project SERVE - EMR students, grades 10-12, who spent half of each day either at school or in community-based job training programs (St. Paul, MN).

4) Project Worker - Teenaged job seekers who learn to locate jobs and interview, develop job skills, and training in settings both on and off campus (Fullterton, CA).

5) Technical Vocational Program for Deaf Sudents - 12-week preparatory program to help postsecondary deaf students in social, vocational, and academic adjustment as well as courses in industrial, technical, business, distributive, health, and service areas (no location indicated).

6) Vocational Village - Offers personalized career education to high school dropouts (14-21 years old), referrals from penal institutions, or transfers from regular high schools due to physical, mental, or emotional problems (Portland, OR).

Bibliography

Programming for the Handicapped: Accomplishments, Commitments and Forecasts. Final Report and Workshop Proceedings

1977

Type of Media

Report

Cost Range

$1-$5

Descriptors

Community resources and involvement, exemplary programs, handicapped, legislation, resource guides, vocational education

User

Administrator
Educator

Source

Division of Media Services, Bureau of Education for the Handicapped, U.S. Office of Education, 400 Maryland Ave., S.W., Washington, DC 20202 202-472-1165

Annotation

A Vocational Education Personnel Development Project. - This publication is a final report of activities accomplished through an EPDA project funded by the USOE Region VI Bureau of Occupational and Adult Education. The primary focus of the project was to identify, retrieve, and make available to educators throughout Texas resources which deal with vocational preparation of the handicapped.

In the development of this report, an effort had been made to provide information of practical value--descriptions of exemplary programs that can be visited and replicated, summaries of commitment statements regarding vocational and secondary programming for the handicapped, and state of the art information in such areas as student appraisal, legislation, and community services.

Main Content Areas:

Part I - Summary of Statewide Workshop

Part II - Regional Follow-Up Workshops

Part III - Presentations Given at the Statewide Workshop on Secondary Programming for the Handicapped

10

Bibliography Modifying Vocational Programs for the Handicapped - Progress Report 1978

Tindall, L. W., J. J. Gugerty and C. Crowley 1978

Type of Media Project Description

Cost Range $1-$5 HC

Descriptors Curriculum materials, inservice training, resource guides, vocational education models and programs, vocational-technical adult education

User Educator

Source Wisconsin Vocational Studies Center, University of Wisconsin, Madison WI 53715 608-263-4357

Annotation

The goal of the "Handicapped Project" has been to serve the Vocational, Technical and Adult Education (VTAE) districts as they provide educational services to the handicapped student.

Project staff concentrated on five major areas of service to VTAE districts and organizations in Wisconsin:

1) Inservice meetings in VTAE districts
2) Collection of materials on handicapped and special education
3) Publications for use in working with handicapped persons
4) Consulting and advisory activities in VTAE districts
5) Exhibits at state and national programs and conferences

Table of Contents:

Section I - Summary of Project Activities

Section II - Presentations at Meetings and Conferences

Section III - Summary of Inservice Sessions Held in the Vocational, Technical and Adult education Districts

Bibliography

A Selected Bibliography (Partially Annotated) Related to the Vocational Training of Severely Handicapped Persons

Friedle, Mike and Lucy Fox, compilers 1974

Type of Media

Bibliography

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Multiple handicapped, resource guides and bibliographies, vocational education

User

Educator
Counselor

Source

Child Development and Mental Retardation Center, Washington University, Seattle, WA 98100 ED 108 419, 16 pages

Annotation

The bibliography presents approximately 100 references (1927-1975) on vocational training for severely handicapped persons. Arranged alphabetically by author's name, the listings usually contain title, source, date, and pagination information. Some citations also provide an abstract.

Bibliography	Handbook of Trade and Technical Careers and Training 1979
Type of Media	Handbook
Cost Range	Free
Descriptors	Career awareness and opportunities, vocational education models and programs, resource guide
User	Counselor Educator
Source	National Association of Trade and Technical Schools, 2021 K Street, N.W., Washington, DC 20006

Annotation

This Handbook is made available as a public service by the National Association of Trade and Technical Schools. It contains information on careers and schools where training may be obtained. However, a school does not need to be a member of the Association in order to qualify for inclusion. It must, however, be accredited.

Contents

- Career Hunting? Here's How
- 94 Careers You Can Learn in Two Years or Less
- Schools That Teach Careers - And How to Choose One
- Accreditation...Why It's Important to You
- Accredited Private Trade and Technical Schools
- Career Questions and Answers

Bibliography

Vocational and Career Education for the Handicapped: Training the Classroom Teacher. Project T.H.O.R.

Coombe, Edmund et al. 1977

Type of Media

Presented Paper*

Cost Range

>$1 MF
$1-$5 HC

Descriptors

Adaptive equipment (instructional and employment), inservice training, mentally retarded, vocational education

User

Counselor
Administrator

Source

Council for Exceptional Children, Information Services and Publication Sales, 1920 Association Drive, Reston, VA 22091 703-620-3660 ED 140 579, 32 pages

Annotation

Provided is general information on the inservice components and the models of inservice delivery utilized by Project T.H.O.R. (Training Habilitators of the Retarded). The prevocational and sociopsychosexual components of the project are listed, and the following are outlined: rationale; relationship to other inservice components; objectives; materials, equipment, tools, and work aids; reading list; and program presentation.

Also given is an explanation of statistical data from the project evaluation component. In addition, a paper titled "The Utilization of Jigs in Training Mentally Retarded Students" (R. Conant and P. Sammartino) is attached in which jigs are described as "a device or contrivance which enables a worker to perform a work operation more easily, faster and accurately--and may reduce cost of production."

*Paper presented at the 55th Annual International Convention of the Council for Exceptional Children, April, 1977, in Atlanta, Georgia.

Bibliography

Training Programs and Placement Services: Vocational Training and Placement of the Severely Handicapped

Appleby, Judith A. 1978

Type of Media

Book

Cost Range

$15-$20

Descriptors

Placement, rehabilitation services and facilities, resource directory, vocational education models and programs

User

Educator
Counselor
Administrator

Source

Olympus Publishing Company, 1670 East, 1300 South,
Salt Lake City, UT 84105

350 pages

Annotation

This handbook presents 152 summary descriptions of vocational training programs and placement services for severely handicapped individuals in the United States. Its purpose is to provide professionals involved in the vocational training and placement of the severely handicapped with a resource directory of national scope. It is an intermediate link between the person seeking information about training and placement services and the agency supplying those services.

The programs and services described represent a variety of agencies concerned with helping the handicapped achieve vocational independence. These agencies include both public and private secondary and postsecondary educational institutions and rehabilitation facilities.

A description of the type of information provided in each abstract is as follows: program description, size, and clients served; certification, accreditation, and licensing; major features; facilitities, materials, and equipment; assessment; cost; successful and/or innovative aspects; program needs; and a contact for further information.

Bibliography

Special Vocational Program for Handicapped Youth and Adults. Revised Edition

Jernberg, Donald E. 1976

Type of Media

Instructional Materials

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Career experience, emotionally disturbed, mentally retarded, physically impaired, placement, vocational guidance, work evaluation

User

Educator

Source

Salina Area Vocational-Technical School, Salina, KS 67401
ED 118 798, 31 pages

Annotation

The Salina Area Vocational-Technical School has a special vocational program which provides selected vocational training courses for students with physical, emotional, or intellectual handicaps. The program offers vocational counseling, placement services, work evaluation, job readiness training, and vocational training tryouts.

Vocational training tryout classes (described in terms of length and tasks involved) include: food service, commercial art, aircraft fabrication, offset printing, custodial maintenance, auto-body repair, small engine repair, welding, diesel mechanics, nursing aides, and drafting. Handicapped students who have successfully completed the work evaluation and exploration phases of the special program are then qualified to enter the regular vocational training program, which includes regular, modified, and short-term courses.

A training tryout evaluation sheet, an outline of the vocational training objectives and procedures, and a listing of the educational interpreting services available are included.

Bibliography

Mental Retardation: The Leading Edge, Service Programs That Work

Perske, Robert 1979

Type of Media

Book

Cost Range

<$1 MF
$1-$5 HC

Descriptors

College and university programs, community resources and involvement, disadvantaged, hearing impaired, mentally retarded, vocational education models and programs

User

Educator
Counselor

Source

President's Committee on Mental Retardation, Washington, DC 20201 or Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ED 177 840, 84 pages

Annotation

The book highlights 30 effective service programs for mentally retarded persons. The first section presents information on 8 family oriented programs serving high risk, Down's Syndrome, urban poor, and profoundly handicapped children. Included are descriptions of parent education, support, and advocacy programs. Among seven public school education programs summarized include a preschool program in which normal children are integrated, a merger between a special school and a regular one, a community centered program for hearing impaired retarded teenagers, and continuing education courses on college campuses.

Among the five community resident programs represented are the Eastern Nebraska Community Office of Retardation, The MaComb-Oakland Regional Center (Michigan), and the Tuolumne County Independent Living Project (a rural California program). Three descriptions of effective vocational programs are followed by two self-assertion projects. Two programs serving mentally retarded offenders and two serving mentally ill/mentally retarded persons are reviewed.

Bibliography

Survey of Career Education for the Handicapped in the Six New England States

Gardner, David C. 1977

Type of Media

Study Report

Cost Range

<$1 MF
Not available in HC

Descriptors

Handicapped, models and programs in career education, needs assessment

User

Educator
Administrator

Source

(Available from ERIC only)
ED 150 306, 48 pages

Annotation

A survey obtained data on the State of the Art of Career Education Programming for the Handicapped in the New England states. The survey was designed to obtain data regarding respondent demography, curriculum and instruction, scope and breadth of career education, students, and opinions on future programmatic needs. Two hundred professionals known to be interested in career education for the handicapped were surveyed.

Based on 81 responses, the findings included the following: (1) more males than females work in the field of career education for the handicapped, (2) a significant proportion of the respondents do not use advisory committees in curriculum development activities, (3) few of the respondents are working in programs where career education is infused throughout the entire curriculum, (4) a significant number of respondents did not know the percentage of students in their programs who would be ready to enter the job market in any given year with salable skills, and (5) when asked to rank order eleven future programmatic needs, the highest priority item was the identification of special skills of the field and training teachers working with handicapped persons in career and vocational education.

This report concludes with 23 specific recommendations and two high priority summary recommendations.

Bibliography

Supplement "A" to Vocational Education for the Handicapped in Kentucky: A Survey of the Perceptions of Personnel in Vocational Education, Special Education and Vocational Rehabilitation. Final Report
Holmes, Marvin C. and Clayton P. Omvig 1975

Type of Media

Report

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Models and programs in career and vocational education, model delivery system, needs assessment

User

Educator
Counselor

Source

Division of Vocational Education, Kentucky University,
Lexington, KY 40506
ED 130 063, 61 pages

Annotation

The findings from a Kentucky statewide study of the perceptions of vocational educators, special educators, and vocational rehabilitation workers concerning vocational programming for the handicapped are described in this report. Numerous tables depict and compare agency ratings regarding the importance and present status of the following variables:

Direct Instruction Services for the Handicapped

Support Services

Professional Training of Agency Personnel

Cooperative Efforts Among Agencies

Problems Encountered

The conclusions section includes a model delivery system for serving handicapped students, certification considerations for the various educational personnel, and recommendations for pre- and inservice personnel training.

Bibliography

Developmental Vocational Education Program. A "5 to 12" Model for an Urban School District. Final Report

Sims, William I. 1973

Type of Media

Report

Cost Range

<$1 MF
$15-$20 HC

Descriptors

Career exploration, curriculum materials, models and programs in career education, resource guides and bibliographies, work attitudes

User

Educator

Source

Human Services Design Lab, Case Western Reserve
University, 10900 Euclid Avenue, Cleveland, OH 44106
ED 089 112, 310 pages

Annotation

The first of the document's major components is the report of the Cleveland three-year career development program. Intended to bridge the gap between school and earning a living for students in an urban poverty area, the program beings in elementary school and continues through high school. Eight goals and related performance objectives were delineated. The program included occupational information and orientation and career exploration. Among the program's accomplishments were the development of sound slides and a curricula guide and the use of both the cluster concept and discipline concept in the program presentation. Appendixes include an annotated bibliography and a list of instruments used.

The second major component is the 76-page report of the final evaluation committee. It concludes that the program results in significantly greater occupational knowledge for its students but is not successful in imparting more positive attitudes toward work related concepts or expanding expressed job preferences.

The third major component describes the one-year participation by Catholic schools at the intermediate school level.

Bibliography

Local Administrators of Special Needs Programs in Vocational Education

Krantz, Gordon and Richard Weatherman 1975

Type of Media Report

Cost Range <$1 MF
$1-$5 HC

Descriptors Personnel development, resource guide

User Administrator

Source Division of Educational Administration, University of Minnesota, Minneapolis-St. Paul, MN 55455
ED 116 342 24 pages

Annotation

The implications of the 1968 Vocational Education Amendments have prompted local programs to create the position of Local Special Needs Administrator (LSNA). The investigation reported here was carried out as the basis for proposing that a training program be developed for Special Needs Administrators.

The coordinator or administrator for Special Needs Programs in each of the 50 state education agencies was asked to designate one local program and administrator who could be contacted for this study. Questionnaires were returned by 43 local administrators. The respondents reported their organizational structures, job titles, job duties, and certain opinions about the competencies required in their work.

Bibliography

Control of Environment, Acceptance of Responsibility for Choice, and Planning Orientation in Relation to Career Information

Minnich, Wayne K. and Joseph F. Gastright 1974

Type of Media

Monograph

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Career education, disadvantaged, measurement and evaluation, program evaluation, vocational maturity

User

Teacher
Counselor

Source

(Available through ERIC only)

ED 092 820, 11 pages

Annotation

The advent of federally funded programs to promote career development within the regular school curriculum has posed the problem of identifying or developing instruments which provide valid and reliable information to assess the effects of these programs. This study investigates the relationships between a number of noncognitive variables and the cognitive content (career information) of a career development project.

A variety of instruments were administered on a pilot basis to a sample of 80 seventh and eighth graders. A revised form of the original instruments was administered to a sample of 122 students from the same school the following year. The samples consisted primarily of low socioeconomic blacks and represented the school's composition.

Results indicate that there are substantial and apparently stable correlations between control of environment, acceptance of responsibility for choice, and the amount of career information that students acquire in a career education program. There was an absence of correlation between program assessments by students and the other variables although such assessments were solidly positive, suggesting strongly that student assessment of the program is not a reflection of student maturity or cognitive success in the program.

22

Bibliography Annual Report of Progress: Rehabilitation Engineering Center of the Smith-Kettlewell Institute of Visual Sciences
1979

Type of Media Project Report

Cost Range $1-$5

Descriptors Rehabilitation services and facilities, adaptive equipment

User
Educator
Counselor
Administrator

Source Dr. Lawrence A. Scadden, Dir., Rehabilitation Engr. Ctr. of the Smith-Kettlewell Institute of Visual Sciences, 2232 Webster Street, San Francisco CA 94115 42 pages

Annotation

The report describes activities of the San Francisco Rehabilitation Engineering Center for the 1978-1979 grant year. The grant activities are described under nine categories:

1) Vocational rehabilitation engineering
2) Graphic displays
3) Paperless braille
4) Orientation and mobility research
5) Information storage and retrieval
6) Low vision research
7) Evaluation of sensory aids developed in other laboratories
8) Deaf/blind communications
9) Information dissemination

Bibliography

Understanding the Guidelines for the Rehabilitation Act of 1973 on Expanding and Improving Services to the Severely Handicapped. The Intake Process

1977

Type of Media

Monograph

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Bibliography (interviewing techniques), guidance and counseling, multiple handicapped, rehabilitation services and facilities

User

Counselor

Source

Regional Rehabilitation Research and Training Center,
West Virginia University, Morgantown, WV 26505
ED 137 578. 28 pages

Annotation

This publication is designed to examine the intake phase of rehabilitation as it relates to severely handicapped clients and to offer some suggestions to the rehabilitation counselor for making the intake process more responsive to the needs of the severely handicapped. Two major components of the process are identified: (1) The exchange of information between the client and the counselor and (2) the recording of information by the counselor. It discusses ways that a counselor can be more responsive and organized to better serve the needs of the client. An appendix contains a bibliography on interviewing techniques and suggested reading for rehabilitation counselors.

Bibliography Collaboration in State Career Education Policy Development: The Role of Business, Industry and Labor, (Report No. 117)

1979

Type of Media Booklet

Cost Range Free

Descriptors Community resources and involvement, career education, general overview

User Educator, Counselor, Administrator

Source Career Education Project, Education Commission of the States, Suite 300, 1860 Lincoln St., Denver, CO 80295
303-861-4917
66 pages

Annotation

This report is based on the information and insights provided by numerous individuals across the country. These individuals responded to a survey instrument designed to shed light on the collaborative process at the state level in relation to career education planning and implementation.

The survey was conducted in the spring of 1978 when, in many states, collaborative efforts--involving business/industry, labor, government and education--were just beginning. In most states collaborative efforts are still relatively new and their potential for improving education has only recently, in the late 1970's, become widely recognized.

The responses were reviewed by the Education Commission of the States Task Force on Career Education who brought their collaborative expertise to bear on providing, at the end of the report, a set of practical suggestions and recommendations for those at the state level who are involved in collaborative efforts.

Bibliography

Federal Assistance Guide for Vocational and Career Education for the Handicapped

Bureau of Education for the Handicapped 1979

Type of Media

Funding Guide

Cost Range

Free

Descriptors

Grant writing and funding, legislation, organizations and services (D/H), self-developed materials, vocational education models and programs

User

Educator
Counselor
Administrator

Source

Department of Health, Education, and Welfare, Office of Education, Bureau of Education for the Handicapped, Washington, D. C. 20202

Annotation

This guide describes 28 federal programs which provide support for personnel development, research and development, curriculum development, and program demonstration projects.

Each federal program description includes:

- Federal agency in charge
- Authorization (Legislative)
- Objectives of program
- Types of assistance (i.e. formula grants)
- Uses and use restrictions
- Eligibility requirements
- Application and award process
- Assistance considerations
- Post assistance requirements
- Financial information
- Program accomplishments
- Regulation, guidelines, and literature
- Information contacts

Bibliography

Educational Opportunities Through Federal Assistance Programs. Fiscal 1978

1979

Type of Media

Report

Cost Range

<$1 MF

Descriptors

Disadvantaged, grant writing and funding, handicapped, models and programs, program evaluation

User

Administrators
Educators
Counselors

Source

(Available in MF from ERIC only) ED 174 698, 26 pages

Annotation

This report summarizes Ohio's federally funded assisted educational programs for the 1977-78 academic year. Reviewed are the size and scope of the following: (1) Basic programs for disadvantaged youth, (2) Special programs for migrant children, (3) Special programs for handicapped children in state-operated schools, and (4) Special programs for neglected and delinquent children in state-operated schools. Each review lists the degree of school district participation, grant awards, expenditures, program highlights, and program successes.

Other activities and programs summarized include the allocation of grants for library resources and learning materials, programs for strengthening the Ohio Department of Education, and Adult Basic Education programs. In addition, the main components of two public laws which provide funds to school districts are outlined and a financial summary of funds distributed by the Division of Federal Assistance is provided.

Bibliography

Career Education Programs for the Disadvantaged. Appendix A of a Final Report.

Robertson, J. Marvin 1973

Type of Media

Report

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Career exploration, disadvantaged, follow-up, guidance and counseling, models and programs in career education, placement, work related competencies

User

Administrator

Source

Center for Vocational and Technical Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210
ED 072 205, 76 pages

Annotation

Developed as part of a project designed to provide a synthesis of literature and practice relating to the career education of disadvantaged students, this report identifies successful components of career education programs for the disadvantaged. It is intended for administrators of local programs.

Program descriptions were secured through a search of the literature, a survey of State Department of Education Administrators of Special Needs Programs in Vocational Education, and contact with other agencies operating career and vocational education programs. In addition, 54 exemplary programs were identified, contact persons interviewed, and selected sites visited for indepth student and on-site evaluation.

Among the program components described are:

1) Outreach and recruitment activities
2) Orientation of program participants
3) Career awareness and exploration opportunities
4) Basic education
5) Counseling activities
6) Available support services
7) Opportunities for job skill development
8) Provisions for student placement and follow-up

Bibliography

Career Education for Disadvantaged Students. Final Report.

McCracken, J. David and Alice J. Brown 1973

Type of Media

Report

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Career education, curriculum materials, disadvantaged, personnel development, programs and projects in career education

User

Administrator
Educator
Counselor

Source

Center for Vocational and Technical Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210
ED 072 204, 15 pages

Annotation

This project was conducted to provide local school administrators, teacher educators, and teachers with a synthesis of the literature and practice relating to the career education of disadvantaged students. Information was secured by visiting eight on-going career education programs, interviewing their program directors, corresponding with directors of promising programs, and reviewing the literature.

In addition, a one-day consultants workshop was held to strengthen the perspectives of the four project authors who developed papers for the three target groups covering the following topics: (1) descriptions of exemplary programs for disadvantaged students, which were developed for local school administrators; (2) research and theory related to the motivation of disadvantaged students, and curriculum materials for use with disadvantaged readers in developing their employment skills, which were developed for teachers and are available as VT 018 542 and VT 018 544, respectively, in this issue; and (3) descriptions of methods and programs for preparing teachers, which were developed for teacher educators and is available as VT 018 543 in this issue.

Bibliography

New Dimensions in Career Development for the Disadvantaged

Hohenshil, Thomas H. and Alan N. Sheppard, eds. 1975

Type of Media

Program Planning

Cost Range

$1-$5

Descriptors

College programs, disadvantaged, guidance and counseling, measurement and evaluation, parent counseling/involvement, placement, program evaluation

User

Teacher
Counselor

Source

Harry L. Smith, Public Information and Publications,
State Department of Education, Richmond, VA 23216
Order No. CP-4 141 pages

Annotation

The document presents the full texts of conference papers that examine views and programs in career development for disadvantaged youth, including minority and low income groups and the handicapped. Four papers under the heading of major addresses discussed: (1) Career Development Strategies for Disadvantaged Rural Youth, (2) Career Development for Youth in Depressed Urban Areas, (3) the Impact of Federal Legislation on Career Counseling and Vocational Education, and (4) Realistic Alternatives in Career Planning.

Under the heading of special interest groups, seven papers describe: (1) Involvement of Parents, (2) Evaluation of Programs, (3) Strategies for Counseling, (4) Standardized Testing, (5) Curriculum Development and Teaching, (6) Programs Resulting from the Virginia Standards of Quality, and (7) Job Placement Services.

Career development programs in Virginia are discussed in eight papers dealing with: (1) Career Development in Community Colleges, (2) Manpower Counseling, (3) Special Programs, (4) Prevocational Schools, (5) Office Services, (6) Special Programs for Ages 14 and 15, (7) Cluster Approach to Career Orientation, and (8) Alternative Routes to School Projects.

Approximately 300 administrators, university personnel, counselors, teachers, and graduate students from four states participated in the conference. The program and list of participants is appended.

Bibliography

1976 Youth Enrichment Summer, Yes

1976

Type of Media Report

Cost Range <$1 MF

Descriptors Disadvantaged, program evaluation, remedial materials, student oriented skills, vocational education models and programs

User

Counselor
Teacher

Source

Yadkin Valley Economic Development District, Inc.,
Walnut Cove, NC 27052
ED 146 237, 23 pages

Annotation

This report describes an experimental project to provide alternative employment and vocational training programs to talented disadvantaged young persons. The target audience for the project was disadvantaged youths with exceptional learning abilities; i.e., youths who were unemployed or underemployed and who needed basic and remedial education to enter or re-enter the labor market, and high school seniors about to enter the labor market. Thirty-five students, ages 16 to 21, attended the program at Surry Community College in the summer of 1976. Each student was paid $2.30 per hour for time spent in school.

The major goal of the project was to enhance and encourage the educational, occupational, and personal growth and development of the participants. The students attended classes in vocational and technical subjects, as well as participating in courses on human potential, human resources, and human relations. Descriptions of activities and courses offered, information on cost and programming, some test results, and instructors' and student participants' comments are included.

On the basis of positive results achieved in this program, the report recommends more widespread implementation of similar programs.

Bibliography

Aids to Career Education, 1974-75: An Evaluation

Crawford, Alan N. 1975

Type of Media

Report

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Attitudes (education and work), behavior management, disadvantaged, improving attendance, instructional management, program evaluation, vocational education

User

Educator
Administrator

Source

Los Angeles City Schools, California Research &
Evaluation Branch, Los Angeles, CA 90007
ED 117 419, 59 pages

Annotation

The aides to career education (ACE) program, a Los Angeles vocational amendments Part A project, employs instructional aides to help disadvantaged vocational education students develop positive attitudes toward education and employment, more cooperative behavior, pride in their course work, efficiency in completing assigned tasks, and improved attendance. The purpose is to improve the students' educational performance and employment potential. The evaluation included:

1) Analysis of quantitative data.
2) Administration of questionnaires to certified, classified, and student personnel.
3) On-site visitations by project administrators.
4) A comparison study of student achievement.

The findings are presented and discussed, concluding that the program effectively met its overall goal of increasing individual assistance to disadvantaged vocational education students and had a generally positive effect on them. The aides' greatest efforts were in direct assistance to students, as guidelines required.

The project objectives for a median rating of 3.0 or more (on a 1-4 scale) in selected program aspects were met, except for the dropout rate and school attitudes. Grades in are classes were slightly higher than in others, but citizenship grades were similar. Inservice education was generally effective. The number of aides and their hours were deemed inadequate.

Bibliography

Aides to Career Education, 1975-1976: An Evaluation

Crawford, Alan N. 1976

Type of Media

Program Evaluation

Cost Range

< $1 MF
$1-$5 HC

Descriptors

Attitudes, disadvantaged, models and programs in career education, program evaluation

User

Educator

Source

Los Angeles Unified School District, Los Angeles, CA
90000
ED136 071, 30 pages

Annotation

The Aides to Career Education (ACE) program employs instructional aides to help disadvantaged vocational education students in Los Angeles develop positive attitudes toward education and employment, more cooperative behavior, pride in their course work, efficiency in completing assigned tasks, and improved attendance. In 1975-76 (the fourth year) there were 289 aides assigned to 49 high schools and 1 regional occupational center plus 13 counselor aides in 13 urban impact schools.

The (1975-76) evaluation included analysis of quantitative data, administration of questionnaires to certificated, classified, and student personnel, and onsite visitations by project administrators. Findings indicated that the program was effective in meeting its overall goal of increasing individual assistance to disadvantaged students. The program had a generally positive effect on the students assisted, especially on the slower ones. The greatest efforts of the aides were in the area of direct assistance to students.

Project objectives for median ratings of 3.0 or more (on a 1-4 scale) were met in all areas and were higher than in the previous year; attendance of students in classes with ACE aides was also higher. Monthly inservice education workshops for development of aides' skills and for acquisition of feedback about the program were found to be generally effective. Provision of career guidance counselors and of teacher-developed instructional materials was found by teachers to be valuable. For the third year the number of hours assigned to each aide and the number of aides assigned to each school were reported to be inadequate to meet student needs.

Data analysis and recommendations are included.

Bibliography

Aides to Career Education: ACE Program Handbook

Jackson, Santiago et al. 1975

Type of Media

Handbook

Cost Range

<$1 MF
$1 - $5 HC

Descriptors

Audiovisual aids, disadvantaged, models and programs in career education, paraprofessionals, program evaluation

User

Educator

Source

Los Angeles City Schools, California Division of Career and Continuing Education, Los Angeles, CA 90000
ED 107 876, 33 pages

Annotation

The Aides to Career Education (ACE) program handbook is designed for use by administrators, teachers, and instructional aides. It provides information on the use of the aides by presenting guidelines for their most effective utilization and defining legal responsibilities of teachers and aides within the program. The goal of the ACE program in Los Angeles is to improve educational performance and enhance the employability potential of students assisted.

The handbook provides background of the ACE program, defines and describes disadvantaged students, and defines the teacher's role in the program, the instructional aide's role, the teacher/aide relationship, and program evaluation and accountability. The appendices provide information and supplementary material on the instructional aide's job description, audiovisual techniques, referral agencies, and an annotated bibliography.

Bibliography

Assessment of the Prevalence and Service Need Requirements of Handicapped and Disadvantaged Students in Vocational-Technical Education Programs in Minnesota - Final Report
1978

Type of Media

Report

Cost Range

not available

Descriptors

Needs assessment, vocational education models and programs, grant writing and funding

User

Educator

Source

Minnesota Research and Development Center for Vocational Education, Department of Vocational and Technical Education, University of Minnesota, Minneapolis, MN 55455

Annotation

The study focuses on a description of the present need for services by handicapped or disadvantaged persons who may want or benefit from vocational-technical education in Minnesota. It attempts to provide a picture of "what is" which could later be used in considering "what should be." Specifically, the study objectives were:

1) To operationally define and specify the criteria by which to identify who are handicapped and disadvantaged.

2) To estimate the prevalence of persons who are handicapped and/or disadvantaged, in terms of number and percentage of the total population.

3) To list and describe the present services being provided to meet the needs of handicapped and disadvantaged students in vocational-technical education.

4) To identify the sources and relative allocations of present state and federal funds for services to handicapped and disadvantaged students in vocational-technical education.

Utilizing the most up-to-date information available from secondary data sources, information was presented and discussed; and conclusions were drawn for each of the study objectives.

Bibliography

Prevocational Educational Needs of Disadvantaged and Delinquent Youth. Final Evaluation Report

Clancy, Walter B. 1978

Type of Media

Study Review

Cost Range

<$1 MF
$1-$5 HC

Descriptors

High school equivalency programs, models and programs in career education, needs assessment, remedial materials, vocational guidance

User

Educator
Counselor

Source

Institute of Human Relations, Loyola University, New Orleans, LA 70118

ED 174 816, 17 pages

Annotation

A study was conducted to investigate the vocational education needs of disadvantaged and delinquent youth who have left school and come into negative contact with the criminal justice system. Specifically the objectives were:

1) To identify the capacities and realistic vocational ambitions of the study population

2) To assist these juveniles in reaching the occupational goals

3) To assist the juvenile justice system by making available to them a diversion program that can serve as a referral for the first and/or nonviolent offender.

Twenty-seven juveniles were initially selected to participate and were administered the California Achievement Test to establish base-line data. Twenty-three of the participants (all Black) actually completed the pretest and entered the educational program. Forty-eight percent of the original twenty-seven participants reached what was originally defined as a successful conclusion to the program, employment and/or continuation or completion of high school.

Bibliography

Operation C.O.D. "Curtail of Dropouts." A Program Designed to Improve Pupil Self-Esteem Thereby Reducing Future School Dropouts

Bennett, Edward C. 1977

Type of Media

Study Report

Cost Range

<$1 MF
$10-$15 HC

Descriptors

Disadvantaged, dropout prevention, guidance and counseling, self-concept and self-awareness

User

Counselor

Source

Thesis from Nova University (Available only through ERIC)
ED 136 091, 252 pages

Annotation

The purpose of this study was to develop and test a counseling program designed to improve pupil self-esteem, thereby hopefully reducing the number of future school dropouts. The program was conducted at Cooley Education and Vocational Guidance Center and served 87 pupils. The need for such a program was apparent when the high rate of secondary school dropouts was ascertained for this school district.

Traditional statistical evaluation procedures were applied to data collected in five major areas: "How I See Myself Scale," school conduct, school attendance, school achievement, and reading achievement. Criteria for transfer to this special program are questionable reading ability and poor school adjustment. The results show overall growth in all areas.

Bibliography

Suggested Models of Improving the Project CAREER Data Bank

Leonard, Patricia M. 1974

Type of Media

Curriculum Development

Cost Range

<\$1 MF
\$1-\$5 HC

Descriptors

Behavioral objectives, handicapped, models and programs in career education

User

Educator

Source

Massachusetts State Department of Education, Division of Occupational Education, Boston, MA 02100
ED 096 515, 18 pages

Annotation

An overview of project CAREER and its development of a computerized data bank of occupational behavioral objectives which can be used as curriculum building blocks for a career development process is presented. Although developed for the general population, the data has applicability for the handicapped population via the coding of those behavioral objectives which are considered to be attainable by different disability groups.

Instructional information is contained in the three-part statement and four columns of the computer printout; i.e., prerequisites, component tasks, environment, and concepts. The coding establishes guidelines for use of the data with various handicapped populations: visually impaired, hearing impaired, mentally retarded, speech impaired, physically impaired, and emotionally disturbed.

Three organizational models are proposed as ways of organizing a career development program: (1) economic environment model, (2) curriculum topic model, and (3) occupational topic model. Either the multicluster or the one-cluster approach can be used with any of these models which integrate curriculum disciplines and the world of work.

The report concludes with a sample commonality lesson plan based on project CAREER data.

Bibliography

A Developmental Program, Pre-School-Adult, In Career Education for North Dakota. Final Report

Lamp, Robert L. 1976

Type of Media

Program Description

Cost Range

< $1 MF
$1-$5 HC

Descriptors

Career experiences, career preparation, decision making skills, developmental approach, placement, self-concept and self-awareness, work attitudes

User

Administrator
Educator
Counselor

Source

(Available from ERIC only)

ED 133 581, 72 pages

Annotation

From July, 1973, through June, 1976, a career education project for elementary through postsecondary students was conducted in the Devils Lake Public School System of North Dakota. This school system is located in a rural agricultural area with large numbers of disadvantaged, handicapped, and American Indian students.

Objectives included development of positive self-concept, positive attitudes toward work, and decision making skills; increase of career awareness; provision of exploratory career experiences and job preparation; and placement in a job or educational program. Procedures followed were inservice workshops, development and adaptation of curriculum, guidance activities, and development and dissemination of occupational information.

The final report describes the project and presents the third party evaluation, which deals primarily with the final year's activity. The evaluation, designed to measure specific student outcomes, is presented in the format of activity tables, itemized objectives in terms of the student outcome statement, developed and initiated instrumentation, analyzed data, and student outcomes.

Bibliography

Human Resource Utilization for Special Needs: An Internal Systems Approach

Board of Education, City of Chicago 1978

Type of Media Program Description

Cost Range Free

Descriptors Attitudes, "how to" information, organizations and services (D/H), self-concept and self-awareness, student-oriented skills

User Educator

Source Ms. Linda R. Williams, Tilden High School, 4747 South Union Avenue, Chicago, IL 60609 78 pages

Annotation

The Edward Tilden High School network site funded by the Illinois Department of Adult, Vocational and Technical Education has successfully met the challenge of implementing a program designed to meet the occupational needs of disadvantaged and handicapped students. The program provides an approach that is positive in nature and is structured around existing resources. Spearheaded by well-planned staff development, students have been meeting success via a sequential program designed to contribute to behavioral attitudes and skills. Most importantly, the program has improved their own self-images and made their services more readily marketable.

This publication will prove to be beneficial to school personnel seeking to implement a program of supportive services for all occupational students but especially for the disadvantaged and handicapped.

Specific descriptions of services and activities provided by the program are included. Many forms and service outlines contain specific "how to" information.

Bibliography

Vocational Exploration in the Private Sector: Final Report and Assessment, 1972-73; Comparison of Impact of the Pilot and Experimental Years

July, 1974

Type of Media

Report

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Career exploration, disadvantaged, guidance and counseling

User

Counselor

Source

Manpower Administration, Office of Research and Development, Washington, DC 20402

ED 143 691

Annotation

This final report on the second experimental year [illegible] the Vocational Exploration in the Private Sector (VEPS-II) Program presents an assessment of program operations, administration and impact. VEPS was designed as a training and vocational exploration program for inschool neighborhood youth corps (NYC) enrollees who were probable dropouts. The main departure from the regular NYC program was that VEPS enrollees were placed at private sector work stations and received intensive counseling. NYC programs paid one-half of enrollee's wages.

Information was obtained on 716 enrollees in 11 cities which were intensively monitored. Approximately 90 percent of the enrollees remained in school or graduated; 53.9 percent completed the full year program. Academic records for enrollees who completed the program indicate that 62 percent improved their grade point average from the previous year. Approximately 48 percent of the enrollees missed fewer school days during VEPS-II than the previous year. Among 179 seniors who completed VEPS, 71.5 percent continued their employment, 9.5 percent continued their education and 4.5 percent joined the military, 10.6 percent were not working after graduation, and 2.8 percent were married.

Bibliography

Educational Opportunity Centers. Education Briefing Paper. A Media Service of the U.S.O.E.

1975

Type of Media

Monograph

Cost Range

< $1 MF
$1-$5 MF

Descriptors

Career awareness and opportunities, disadvantaged, guidance and counseling, organizations and services (D)

User

Counselor

Source

Office of Education, DHEW, Office of Education, 400 Maryland Avenue, S.W., Washington, DC 20202
ED 110 915

Annotation

This briefing paper describes a U.S. Office of Education program--the Educational Opportunity Center (EOC). The services available through this program include: 1) professional counseling, 2) information on student financial aid, and 3) advice on academic and career possibilities.

Authorized under the Education Amendments of 1972, the Educational Opportunity Centers focus educational services upon certain geographical areas that have major concentrations of low-income or disadvantaged persons. The centers coordinate a variety of available educational resources in one place, making it possible to help a larger number of persons.

The report lists the 12 centers, describes who can benefit from the facilities and services, and delineates the services provided at three of the centers.

Bibliography

An Assessment of Vocational Education Needs of the Disadvantaged and Handicapped in Kentucky. Final Report.

Bayne, G. K. and others 1977

Type of Media

Project Description

Cost Range

<$1 MF
Not Available in HC

Descriptors

Legislation, needs assessment, vocational education models and programs

User

Educator
Administrator

Source

Louisville University, Kentucky Department of Occupational and Career Education ED 157 247, 244 pages

Annotation

One purpose of this project was to determine the number of disadvantaged and high school students in Kentucky whose need for vocational education and rehabilitation were not being adequately served. Another purpose was to determine the approximate cost of implementing each suggested program, service, or activity.

Chapters include:

Introductory information on classification, misclassification, legislation and litigation.

Objectives of the project (including the development of a data gathering instrument).

Methods used for defining the disadvantaged and handicapped, selecting the sample population, instrument development, data analysis and processing and collecting data on programs and services provided.

Project results (this chapter makes up the bulk of the document with tables showing statistical data).

Conclusions (projected figures indicate that 25,285 disadvantaged and 14,419 handicapped students perceive that training opportunities are not available for them).

Recommendations (such as offering a more diversified selection of occupational areas).

Among appended materials are the student survey instrument, the regional director questionnaire, and special vocational programs unit data.

Bibliography

Occupational Counseling for Physically Handicapped Students: A Demonstration and Training Project -- Phase II

Goldman, Les and Bert Flugman 1977

Type of Media

Report

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Career testing and assessment, guidance counseling, preservice training, vocational education models and programs.

User

Administrator
Educator
Counselor

Source

Division of Occupational Education Supervision, New York State Education Department, 99 Washington Avenue, Albany, NY 12230 ED 149 545, 118 pages

Annotation

Results of the second year of a demonstration and training project to develop and test a model for training counselors to promote the vocational development of secondary level special education students are reported. An overview of the project covers the need for the project, features of the new model, program objectives (including the design of an occupational counseling program for mainstreamed physically handicapped high school students), preservice activities, and project conferences.

Outlined in a second section are such program components as emphasis on work and career, a developmental/outreach/activities approach, field trips to colleges and nonacademic schools, guest speakers, evaluation of field trips and speakers, development of a newsletter, parent meetings, supervision and inservice training of interns, and dissemination and publicity. In section III, the counselor is described as someone who will organize, plan, arrange, visit, find services that are not readily available, and at the same time serve as a model for the students.

In a final section, the student population is described and evaluative information from scores on the Career Maturity Inventory and responses to a career interview are presented. Appended are a sample career interview form, a counselor activity guide, a counselor activity report form, excerpts from a newsletter for parents, a counselor guide for student information form, and an outline of statistical data.

Bibliography

UCPA Affiliates Report Implementation Experiences with P.L. 94-142: The "Education for All Handicapped Children Act."

Ross, E. Clarke 1978

Type of Media

Reports

Cost Range

< $1 MF
$1-$5 HC*

Descriptors

Cerebral palsy, legislation, IEP development, community resources and involvement, mobility, inservice training

User

Educator
Counselor
Administrator

Source

United Cerebral Palsy Associations, Inc., 425 I Street, N.W., Washington, DC 20005

ED 165 429, 18 pages

Annotation

Reports from seven United Cerebral Palsy Association affiliates were collected to identify implementation issues and difficulties relating to Education for All Handicapped Children Act, P.L. 94-142. Data were compiled for the following major areas: the question of related services, the individual education plan, the due process hearing, least restrictive environment and private school placements, coordination with the private sector, public involvement, state responsibilities, funding sufficiency, preschool incentives, and determination of equal treatment.

Among findings were that transportation services are frequently inadequate and have harmful effects on the child; failure of the due process system is a major problem in Illinois; and failures to develop inservice training programs for teachers and associated personnel have been documented in Ohio, Maine, Missouri, California, and Maryland.

*HC not available from ERIC.

Bibliography

Fulfilling the Potential of NYC-2, Dropout Prevention: A Proposed Model of Utilizing NYC-2 to Facilitate Career Education. Manpower Monograph Series on Disadvantaged Youth
Seldin, Joel R. 1972

Type of Media

Monograph

Cost Range

< $1 MF
$1-$5 HC

Descriptors

Career education, career experience, disadvantaged, models and programs in career education

User

Educator
Counselor
Administrator

Source

National Technical Information Service, Springfield, VA 22151
ED 076 836, 26 pages

Annotation

Youth manpower programs, despite their accumulated expertise in serving disadvantaged school dropouts, have been allocated a subsidiary, compensatory role in serving those youth who experience difficulty with formal education methods. The Experimental Manpower Laboratory of Mobilization for Youth has proposed to the New York City Board of Education an alternative school in which both education and manpower services would be integrated and, thus, facilitate implementation of the career education concept.

The proposed model, which is described in this report, would equip work-motivated potential school dropouts with both a marketable job skill and a high school diploma so that, on graduation, they could choose realistically between further education and employment.

Bibliography Career Education Resource Notebook
1975

Type of Media Program Description

Cost Range <$1 MF
$5-$10 HC

Descriptors Handicapped, models and programs in career education, program evaluation, resource guide, special career needs (females)

User Educator

Source Maryland State Department of Education, Division of Instruction, P.O. Box 8717, BWI Airport, Baltimore, MD 21200
ED 105 114, 132 pages

Annotation

The Resource Guide offers a comprehensive description of the career education program in Maryland, from pre-school to adult, which could be adapted to programs in other states. It describes in detail the characteristics, components, and goals of career education.

The five components--the family, career development, the classroom teacher, vocational skill development, and the community-at-large--are examined, with explanations of each one's role in the career education process. Suggestions for ways of increasing each one's input into that process are provided. Names and addresses of resource persons in the Maryland school system are included for each component.

The second section of the guide deals with the special career needs of girls and women and of handicapped persons. The position and potential of these groups in the work force is discussed, and suggestions for the career education of such groups, along with separate specialized bibliographies are included in this section.

A concluding section deals with the development and evaluation of career education programs and explains specific standards which would be useful to the administrators of such programs. A 15-page bibliography covers: career education bibliographies; books, periodicals, newsletters; and an annotated section on curriculum, program, and other resources.

Bibliography

New Careers for the Disadvantaged in Human Services: Report of a Social Experiment. Final Report

Denham, William H. et al. 1968

Type of Media

Book

Cost Range

<$1 MF
$10-$15 HC

Descriptors

Curriculum materials, job development, on-the-job training, paraprofessionals, remedial materials, staff development, vocational education models and programs

User

Counselor
Educator

Source

Inst. for Youth Studies, Howard University, 2401 Sixth, N.W., Washington, DC 20059
ED 033 055, 248 pages

Annotation

This book reports a two-year program of recruiting, selecting, training, and developing job opportunities for 168 youth, primarily Negro, from the inner-city ghetto areas of Washington, D.C. Part 1 overviews the project which was designed to provide jobs and income to the young, multiproblem, unemployed poor, and to fill unmet needs for staff and services in the "helping professions" of health, education, welfare, and recreation.

Included are:

1) A discussion of the careers concept, its genesis and development, and the scope of the specific training programs on which this report is based (11 programs for 11 different institutional systems).

2) An analysis of the process and problems of job development, with a definition of this process, and analysis of the outcomes in this program.

3) A population.

4) A description of the training model and its individual components--the core group, on-the-job training, specialty instruction, and remediation.

5) A systematic assessment of the occupational, educational, and social functioning of the enrollees during their employment after training.

Part 2 contains reports on single training programs, case studies on the training of teacher aides, residential youth counselors, mental health aides, and counselor interns.

CURRICULUM AND INSTRUCTION

Bibliography	Catalog of Instructional Materials for the Handicapped Learner 1979		
Type of Media	Catalog	**Cost Range**	Free
Descriptors	Curriculum-guides, activities, resources; instructional management		
User	Educator		
Source	Handicapped Learner Materials Distribution Center, Indiana University, Audio-Visual Center, Bloomington, IN 47405 812-337-1511 408 pages		

Annotation

Purpose

This catalog describes materials that may be appropriate for use in the instruction of handicapped individuals. This collection is designed to function as a backup source in the event that a particular material is unattainable from a local lending agency (e.g., school media center, regional resource center). Materials from this catalog may be loaned for examination or evaluation for future purchase and for actual classroom use (but only where it cannot be obtained from a local media resource center).

User Eligibility

- Any organization, institution, or agency training individuals to work with the handicapped.
- Businesses and agencies employing the handicapped or interested in hiring people with handicaps.
- Schools, classes, rehabilitation centers, and other educational groups working with handicapped children.
- Parents of a handicapped child.

Organization of Catalog

- Subject Index
- Alphabetical listing

Bibliography

Evaluating Resources for Handicapped Students

Hafen, Susan and Michael Mangano 1979

Type of Media

Monograph

Cost Range

<$1 MF
$1-$5 HC*

Descriptors

Curriculum guides, activities, resources; handicapped; program evaluation; resource guide

User

Educator
Counselor

Source

Division of Vocational-Technical Education, Maryland State Department of Education, P.O. Box 8717, BWI Airport, Baltimore, MD 21240 ED 174 768, 13 pages

Annotation

The stated purpose of this set of materials is to help educators accomplish four tasks:

1) Identify "appropriate" instructional resources for handicapped students in vocational classes

2) Use an objective checklist to evaluate a resource's "usefulness" (A sample checklist is provided.)

3) Use criteria to evaluate a resources "outstandingness" (A sample evaluation instrument is provided.)

4) Review materials thoroughly and consistently (A set of reviewer guidelines is provided.)

Sections in this monograph include a rationale for evaluating resources, definitions (e.g., handicapped persons, mental retardation, learning disabilities, appropriate resources, usefulness and outstandingness), considerations for resource evaluation, using an instructional resource checklist for "usefulness," using the curriculum-based evaluation form for "outstandingness," and implementing review procedures.

*HC not available from ERIC.

Bibliography

Evaluating Resources for Disadvantaged Students

Hafen, Susan and Gwen-Ellen DeGrey 1979

Type of Media

Guide

Cost Range

<$1 MF
$1-$5 HC*

Descriptors

Curriculum guides, activities, resources; disadvantaged; program evaluation; resource guide

User

Educator
Counselor

Source

Division of Vocational-Technical Education, Maryland
State Department of Education, P.O. Box 8717 BWI Airport,
Baltimore, MD 21240 ED 174 767, 14 pages

Annotation

The stated purpose of these materials is to help educators accomplish four tasks:

1) Identify "appropriate" instructional resources for disadvantaged students in vocational classes

2) Use an objective checklist to evaluate a resource's "usefulness" (A sample checklist is provided.)

3) Use criteria to evaluate a resource's "outstandingness" (A sample evaluation instrument is provided.)

4) Review materials thoroughly and consistently (A set of review guidelines is provided.)

Sections in this guide include a rationale for evaluating resources, definitions (e.g., disadvantaged person, target areas, "appropriate" resources, "usefulness," and "outstandingness"), considerations for resource evaluation, using the instructional resource checklist for usefulness, using the criterion-based evaluation form for "outstandingness," and implementing review procedures.

*HC not available from ERIC.

Bibliography

Resources for Teachers of the Handicapped in Vocational Education, Southeast Network for Curriculum Coordination

Anderson, Bernice et al. 1979

Type of Media

Resource Guide

Cost Range

< $1 MF
$10-$15 HC

Descriptors

Career experience, curriculum materials, home economics, industrial, measurement and evaluation, organizations and services (directory), resource guide

User

Educator
Counselor

Source

Mississippi State University, Research and Curriculum Unit for Vocational-Technical Education, Mississippi State, MS 39762 ED 174 769, 310 pages

Annotation

Designed for teachers of handicapped students, this resource guide provides five sections of information. The first two sections contain definitions and characteristics of different handicapping conditions: blindness, deafness, educable mentally retarded, emotionally handicapped, gifted, hearing impaired, learning disabled, multiple handicapped, neurologically handicapped, orthopedically handicapped, trainable mentally retarded, and visually impaired.

The third section lists names and addresses of national agencies related to the education of handicapped students. The next section lists, by state, members of the Southeast Network for Curriculum Coordination, state organizations dealing with education of the handicapped. It describes for each organization the disability served and the types of services provided.

The last section contains abstracts of curriculum materials organized by the different handicapping conditions. Abstracts are also provided on assessment, work experience, business and office, home economics, and trade and industry.

Availability of information is provided with each abstract.

Bibliography

Vocational Education for the Handicapped: A Selected Resource Guide

Southeast Network for Curriculum Coordination 1979

Type of Media

Resource Guide

Cost Range

$1-$5

Descriptors

Business and office, curriculum materials, distributive, home economics, industrial, organizations and services (H), resource guide

User

Educator

Source

Mississippi State University, Research and Curriculum Unit for Vocational-Technical Education, Mississippi State, Mississippi 39762 270 pages

Annotation

This guide is designed as an aid for the vocational educator who teaches or has responsibility for teaching handicapped students. The purpose of the guide is to provide vocational educators with a selected list of curriculum materials, information about the handicapped, and agencies offering services for the handicapped.

Included are sections in the areas of:

- Business and Office
- Distributive Education
- General Information
- Home Economics
- Trades and Industry
- Films
- National Assistance Agencies

Many questions are answered and solutions offered for problems associated with delivering vocational education to the handicapped.

Bibliography

The Vermont Guide for Teaching Adolescents with Special Needs

Halloran, W.E. and others 1975

Type of Media

Resource Guide

Cost Range

<$ 1 MF
$1-$5 HC

Descriptors

Curriculum materials, measurement and evaluation, program evaluation, resource guide, vocational education programming

User

Educator

Source

Christine Morgan, State Department of Education,
Montpelier, VT 05602
ED 119 413

Annotation

The guide is designed primarily to be used as a teaching resource--a reference for structuring and evaluating programs of instruction. Included is a template for tracing out daily lesson plans, a guide for selecting and developing instructional materials, and a standard for evaluating the performance of students.

Contents

Introduction

- Statement of Skills to be Learned
- Projects and Motivational Activities
- Prevocational Emphasis
- Approaches to the Evaluation of Student Performance
- Measureable Dimensions of a Performance
- Recording the Achievement of Individuals
- Recording the Achievement of Groups
- The Selection and Development of Instructional Materials
- Summary

Springboards to Successful Living

- Mental Health
- Health Care
- Body Care
- First Aid
- Marriage and Family Adjustment

Around the Home and on the Job

- Food and Nutrition
- Clothing Construction and General Sewing

- Child Care
- Basic House Maintenance
- Small Animal Care
- Laundering

Learning for Earning

- Beginning Woodworking
- Advanced Woodworking
- Carpentry
- Practical Electricity
- Technical Drafting
- Basic Drafting
- Metalworking
- Advanced Metalworking
- Gas Engine Operation
- Furniture Restoration
- Electronics Assembly
- Automotive Mechanics

At Your Service

- Waiter and Waitress Training
- Introductory Gardening
- Advanced Gardening and Groundskeeping
- Home Care and Custodial Skills

Bibliography	Career Education Curriculum Guide - Work Experience Exploration Guide Schenk, Virginia 1978
Type of Media	Curriculum Guide
Cost Range	*Free
Descriptors	Behavior disordered, career experience, career exploration, curriculum materials, learning disabled
User	Educator Counselor
Source	Missouri State Department of Education, Department of Special Education, Jefferson City, MO 65102 314-751-3524

Annotation

The purpose of this work experience exploration guide is to facilitate the behavior disorder and learning disabled student's entrance into the world of work. Guidelines have been provided for the employer, classroom teacher, work-study coordinator, and parent. Guidelines are also for the work-study candidate so that he/she may experience success, rather than failure, in his/her vocational endeavors.

*Limited supply; potential recipient must show substantial need.

Bibliography

Mainstreaming Training Systems, Materials, and Resources: A Working List, 4th ed.

Peterson, Reece L. 1977

Type of Media

Annotated
Bibliography

Cost Range

Free

Descriptors

Bibliographies, instructional management, mainstreaming

User

Educator
Counselor
Administrator

Source

National Support Systems Project, 253 Burton Hall,
University of Minnesota, MN 55455
62 pages

Annotation

This bibliography is a beginning list of "mainstreaming" training systems, materials, and resources. The references represent materials developed in recent years to meet some of the urgent needs for training in the context of the renegotiation of special and regular education functions. A variety of instructional aids which will be of value to virtually every instructor are included.

Each reference includes title, author, purpose, brief description, contact person, address for purchase, an additional description, and a note when appropriate.

Bibliography

Mainstreaming: A Working Bibliography, 3d ed.

Peterson, Reece L. and Kathy Bass 1977

Type of Media

Bibliography

Cost Range

Free

Descriptors

Bibliographies, instructional management, mainstreaming

User

Educator
Counselor
Administrator

Source

National Support Systems Project, 253 Burton Hall,
University of MN 55455
66 pages

Annotation

This bibliography was compiled in an effort to assemble as many sources and references related to mainstreaming as possible; it should not be considered complete or comprehensive. It is the third edition including references dated as late as October 1, 1977. A topical index is included for the convenience of the user.

This bibliography is a companion piece to "Mainstreaming Training Systems, Materials and Resources: A Working List."

Bibliography Curriculum Materials 1979. New Jersey Vocational Technical Curriculum Laboratory

1979

Type of Media Curriculum Catalog

Cost Range Free

Descriptors Curriculum materials, employment, measurement and evaluation, mentally retarded, personnel development vocational education, industrial education

User Educator

Source Rutgers - The State University, Philip Edgecomb (Director), New Jersey Voc-Tech Curriculum Laboratory, Bldg. 4103-Kilmer Campus, New Brunswick, NJ 08900

Annotation

This catalog offers a wide variety of curriculum materials in 63 vocational-technical education subjects.

The Special Needs section includes items such as:

- Guidelines for Employment Orientation Program for Special Needs Students
- Guidelines for Establishing a Vocational Assessment System for the Special Needs Student
- Handbook for Employment Orientation Teachers of Special Needs Students
- Introduction to Vocations for Educable Mentally Retarded
- Basic Electricity
- Hospitality--A Suggested Guide for a Training Program
- Occupational Exploration Program
- Games for Learning

The Career Education section includes materials to be used at the elementary, middle school, and high school levels.

A special section on Career Education for Special Needs is also provided.

Bibliography

Vocational Instructional Materials in Horticulture for Students with Special Needs

Ethridge, James I. 1979

Type of Media Curriculum Materials

Cost Range <$1 MF
$5-$10 HC

Descriptors Agriculture, curriculum materials, organizations and services (H), resource guide, vocational education

User Educator

Source Division of Agricultural Education, Department of Vocational-Technical Education, University of Illinois, Urbana, IL 61801 ED 176 072, 236 pages

Annotation

This resource catalog of horticulture curriculum materials for students with special needs is divided into 27 instructional areas: arboriculture; annuals; entomology; floral crops production, formal design and flower shop operations; garden center, greenhouse; ground covers and hedges, herbs; house plants; landscape construction and maintenance of home ground; nursery operation and management; pathology; perennials, poisonous plants, propagation; shrubs; small fruit, specialties; trees; tree fruits, turf grass, wild plants, vegetables; weeds; aquatic weeds; and general horticulture.

The major areas are subdivided to include one or more related categories. Definitions of all classification areas are included in each listing at the beginning of each section. Each situation includes: title, material title, number of pages, date, author, corporate author which produced the material, orientation or brief annotation, and source.

Several directories are appended including informational agencies for the disabled, suppliers of horticultural materials, single plant societies, and periodicals available in horticulture.

Bibliography

Vocational Instructional Materials for Students with Special Needs

Towne, D.C., and S. Wallace 1972

Type of Media

Report

Cost Range

<$1 MF

Descriptors

Career education, curriculum materials, guidance and counseling, instructional management, student-oriented skills, vocational education programming

User

Educator

Source

(Available through ERIC only.)

ED 072 197, 235 pages

Annotation

The materials and information compiled in this document are designed for teachers who are involved in vocational instruction presented to persons described as having "special needs." The materials were collected from a number of sources and from various levels of education. They represent a variety of approaches, philosophies, and value systems. Subject matter areas include:

- agriculture
- art
- distributive education
- English language arts
- health occupations education
- health and safety in daily living, physical education, and recreation
- home economics
- industrial arts
- mathematics
- natural sciences
- office occupations
- social sciences/social studies
- technical education
- trade and industrial occupations
- general career education
- differentialized curriculum
- safety and driver education
- guidance and counseling
- instructional support

Bibliography

Special Needs Curriculum Guide

1975

Type of Media

Curriculum Guide

Cost Range

<$1 MF
$25-$35 HC

Descriptors

Agriculture, daily living skills, hygiene and personal appearance, industrial, home economics, mainstreaming, resource guide

User

Educator

Source

Idaho State Board of Vocational Education, State Department of Education, Len B. Jordon Office Building, Boise, ID 83720 ED 118 889, 507 pages

Annotation

The curriculum guide was designed for vocational special needs programs in Idaho and concentrates on preparing handicapped and disadvantaged students to succeed in regular vocational programs.

The subjects, prevocational in nature, include: Living Skills (self-concept, life management, community resources, food and nutrition, clothing and grooming, clothing care, consumer education, home safety and health, prefirst aid), Construction and Remodeling (exterior home maintenance, masonry, woodworking and carpentry), Mechanics and Motors (small engine, bicycle maintenance, automotive upkeep, predriver training, gas and arc welding), Home Repairs (interior maintenance, painting and wallpapering, electricity, plumbing, furniture repair and refinishing, upholstery), Horticulture (gardening, groundskeeping and landscaping), Introduction to World of Work (getting and keeping a job, writing employment letters, filling out forms, money management), Occupational Training (child care, laundry-dry cleaning, food service, custodial/housekeeping).

Each of the subjects is divided into units and lessons, with each unit containing an introduction, pre/post tests, several sample lesson plans, and a resource list. Each lesson plan states behavioral objectives, content, detailed learning activities, and needed resources. Time spent on each unit and lesson is left open, depending on the teacher, students, and situation.

Bibliography

Comprehensive Career Education Curriculum Guide for the Trainable

Mulligan, Robert E. et al. 1977

Type of Media Curriculum Guide

Cost Range <$1 MF
$1-$5 HC

Descriptors Bibliography, communication skills, curriculum guides, instructional management, vocational education/programming, work related competencies, work simulation

User Educators

Source Curriculum Lab, Rutgers The State University, Bldg. 4103,
Kilmer Campus, New Brunswick, NJ 08903 201-932-3845
ED 147 631, 67 pages

Annotation

Designed for use by teachers of the trainable mentally retarded, primary through postsecondary levels, this curriculum guide integrates development of verbal and written communication skills with the student's career development. The guide contains instructional objectives, suggested learning activities and teaching techniques, and information on the characteristics, needs, and development of the retarded student.

Organization is by seven curriculum categories: (1) language arts, (2) handwriting, (3) general information awareness, (4) number concepts, (5) perceptual training, (6) cooperative education, and (7) employment orientation.

Four developmental phases are covered in each category. Phase 1 (primary) includes language development, sight word recognition, knowledge of address, recognition of words necessary to function in everyday living, and printing skills. Phase 2 (intermediate) includes language development, sight word recognition, and printing skills. Phase 3 (secondary or advanced) also includes language development, sight word recognition, and printing skills. Phase 4 (postsecondary) includes speaking vocabulary and handwriting.

The employment orientation section is divided into two parts: simulated work and basic skill training. Outlines are provided covering objectives, procedures, and needed materials for building maintenance, landscaping, floor and indoor maintenance, window cleaning, food service, laundry, task development, candlemaking, record album, sanding and staining, telephone pads, and embosograf cardboard signs.

A bibliography is appended.

Bibliography Special Education Index to Learner Materials

1979

Type of Media Resource Directory

Cost Range $50-$75

Descriptors Career exploration, organizations and services (directories), remedial materials, resource guide

User Educator

Source National Information Center for Special Education Materials, University of Southern California,
Los Angeles, CA 90007

Annotation

This complete, multifaceted resource directory was compiled under a project funded by the U. S. Office of Education, Bureau of Education for the Handicapped. It contains detailed information on 10,000 media and materials designed or selected for use with exceptional learners. It reflects the complex structure of the special education field and has been developed for the professional user. The directory includes extensive examples of instructional materials in vocational and career education.

Bibliography The In-Betweens - HEIB

1978

Type of Media Curriculum Guide

Cost Range $1-$5

Descriptors Curriculum materials, self-help materials, student-oriented skills

User Educator

Source Industrial Materials Laboratory, Trade and Industrial Education, The Ohio State University, 1885 Neil Avenue
Columbus, OH 43210

Annotation

This curriculum guide presents examples of the kinds of activities which will give students with special learning needs concrete experiences in the basic skills most needed to be a socially mature individual, capable of functioning successfully in our adult society.

The socially mature person is defined as one who is able to live independently as a responsible, participating member of the community without being rejected or conspicuous. A socially mature person has to develop the skills necessary to provide himself/herself with food, clothing, shelter, and the understanding necessary for a satisfying personal and family life.

Bibliography

Handbook for Vocational Programs for the Handicapped

MacDonald, Emma and Alton Bridges 1972

Type of Media Handbook

Cost Range < $1 MF
$5-$10 HC

Descriptors Curriculum guides, EMR certification, legislation, resource guides and bibliographies, vocational education, work related competencies, work simulation

User Educator

Source Maine State Department of Education, Bureau of Vocational Education, Augusta, ME 04330
ED 080 760, 119 pages

Annotation

This handbook is intended to assist teachers of handicapped persons, teacher educators, and educational agencies charged with the task of preparing curriculums for the handicapped. Primarily geared to secondary level vocational programs, the guide presents a program designed to help handicapped students learn job skills at levels they would be unable to attain without special help. The program provides for modification of courses and supplementary services to meet individual needs.

Included is information on the following topical headings:

1) Secondary vocational programs for the handicapped in Maine.
2) Guidelines for organizing secondary vocational programs for the handicapped.
3) Special certification of teachers of educable mentally retarded children.
4) Criteria for the approval of programs for handicapped persons.
5) Curriculum guidelines.
6) Job simulation centers.

Areas of skill training, evaluation forms for vocational programs for the handicapped, a bibliography, and appendices containing illustrations, legislative policies governing programs, and budgetary information supplement the text.

Bibliography

Guidelines for Employment Orientation Programs for Special Needs Students: A Broad Basic Curriculum

Columbo, Joseph C. et al. 1973

Type of Media

Curriculum Guide

Cost Range

<$1 MF
$5-$10 HC

Descriptors

Career preparation, curriculum materials, handicapped, vocational education/programming, career experience

User

Educator

Source

Division of Vocational Education, New Jersey State
Department of Education, Trenton, NJ 08600
ED 109 835, 110 pages

Annotation

Curriculum guidelines for employment orientation programs for handicapped secondary students in New Jersey are presented. Basic skill training is described for 10 vocational cluster areas:

Bench Work
Food Service
Building Custodian
Clerical Work
Transportation
Distribution and Sales
Construction Trades
Health Service
Horticulture
Miscellaneous Service Occupations

It is emphasized that the student receives broad exposures necessary for entry into many areas of employment rather than in-depth training for specific trades. Included in the discussion of each cluster area are objectives, outlines of basic skills and their component parts, references, and suggested practical work experiences.

Bibliography

Pre-Employment Training Handbook for Secondary Special Education

1977

Type of Media

Curriculum Guide

Cost Range

<$1 MF
$10-$15 HC

Descriptors

Curriculum materials, resource guide, vocational education/programming, work related competencies

User

Educator

Source

Bureau of Elementary and Secondary Education, Room 3608,
Seventh and D Streets, S.W., Washington, DC 20202
ED 150 769, 262 pages

Annotation

Presented is a curriculum guide on job skills for special education secondary students. Listed are tasks, skills and related academic concepts (including reading, mathematics, and vocabulary) for the following ten units:

- Housekeeping
- Floor care
- Laundry worker
- Food service worker
- Grocery store worker
- General shop worker
- Clerical aide
- Nurse's aide
- Child care
- First aid

The conclusion of each unit includes a breakdown of skills for job tasks and a student rating scale.

Bibliography

Training Modules in Career Education for the Mentally Retarded

Cloninger, Leonard 1977

Type of Media Modules

Cost Range
< $1 MF
$1-$5 HC

Descriptors Career education, career testing and assessment, mentally retarded

User Educator

Source
The Council for Exceptional Children, Publication Sales,
1920 Association Drive, Reston, VA 22070 703-620-3660
ED 139 224, 18 pages

Annotation

A training format on career education for teachers of the mentally retarded is presented. It is organized into the following modules: background, facilitation, assessment, curriculum, and issues.

Each module contains five to eight situational questions intended to stimulate discussion. They are coded to references, suggested activities (such as inviting recruiters from industry to visit the class), and reading assignments.

It is stressed that the module format be kept dynamic by frequently updating the resources used.

Bibliography

Revised Curriculum for the Vocational Experiences Classes, Grade 9.

Nunn, Tony et al. 1976

Type of Media

Curriculum Guide

Cost Range

<$1 MF
$5-$10 HC

Descriptors

Curriculum materials, disadvantaged, mentally retarded, program evaluation, work simulation, resource guides and bibliographies.

User

Educator

Source

Hardin County Board of Education, Elizabethtown, KY
42701
Catalog No. 13.498
ED 141 616, 105 pages

Annotation

Designed for ninth grade disadvantaged and educable mentally handicapped students for occupational orientation and exploration, this revised curriculum guide consists of eight sections. Five of the sections incorporate simulation units to provide hands-on experience.

The sections are:

Orientation to the School
Orientation to Self in Relation to the World of Work
Preparing for the World of Work
Job Clusters and the Restaurant Unit
Getting a Job and Assembly Work Unit
Money and Banking Unit
Motel and Transportation Units
Consumer and Career Grocery Unit

Each section includes rationale, objectives, recommended teaching-learning evaluation strategies, and a list of resources. The simulation units contain specific suggestions for day-to-day activities; for example, in the restaurant unit, students discuss the requirements of a number of restaurant jobs, receive a visit from a local restaurant manager, practice duties required of restaurant personnel, visit a restaurant, discuss the field trip, and evaluate the unit.

Student evaluation questionnaires (reactions to a field trip, opinions of various duties connected with a particular occupation) are included.

Bibliography

Individualized Instructional Materials for Special Needs Students in Junior High School Home Economics Programs

Whiteford, Emma B. 1979

Type of Media

Instructional Guide

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Home economics, curriculum materials

User

Educator

Source

Division of Home Economics Education, Dept. of Vocational and Technical Education, College of Education, University of Minnesota at Minneapolis-St. Paul, MN 55455 ED 177 327

Annotation

As part of the general project investigating how home economics teachers can adapt their teaching methods and materials to special needs students, this individualized instructional guide is designed to provide practical information, suggestions, and guidance for the classroom teacher. Following a brief description of special needs students, individualized instruction, and suggestions for planning a classroom program, two individualized units of study are presented.

The first unit, meeting nutritional requirements for food and water, focuses on six key nutritional requirements. For each objective there are suggested activities to be used in the learning center. Student instructional materials for each activity are included.

The second unit, enhancing the self-image, focuses on three areas: personal care, consideration of others, and lasting impressions. Specific student activity cards are presented for each area along with teacher guidelines for using the activity cards.

Bibliography Bibliography of Secondary Materials for Teaching Handicapped Students
1976

Type of Media Bibliography **Cost Range** Free

Descriptors College and university programs, measurement and evaluation, resource guides and bibliographies, vocational rehabilitation, work study, vocational education

User Educator

Source President's Committee on Employment of the Handicapped,
Washington, DC 20010 202-961-3401 37 pages

Annotation

Bibliography includes publications in the following subject areas:

- Vocational Education
- Pre-Vocational Education
- Career Education
- Special Education
- Work-Study
- Vocational Rehabilitation
- Evaluation and Testing
- Miscellaneous

Addresses of pertinent resource centers are cited. These include

- Council for Exceptional Children
- National Association of Vocational Education - Special Needs Personnel
- National Center for Research in Vocational Education
- Regional Resource Centers
- University Resources

Bibliography

Distributive Education for the Disadvantaged

1978

Type of Media

Project Book

Cost Range

< $1

Descriptors

Attitudes, community resources and involvement, disadvantaged, distributive, self-concept and self-awareness, work relationships

User

Educator
Counselor

Source

New Jersey Vocational-Technical Curriculum Laboratory,
Rutgers University, 4103 Kilmer Campus, New Brunswick, NJ
08903 201-932-3845

Annotation

Distributive Education for the Disadvantaged consists of a series of ten projects to be undertaken by disadvantaged distributive education students. In addition to the distributive objectives, there are four psychological objectives:

1. Development of ability to get along with people.
2. Development of positive attitudes toward school.
3. Development of positive attitudes toward the business community.
4. Development of a more positive self-image.

A supplementary project is included in greater detail--making a community survey to determine the need for adult distributive education.

Bibliography

Project Discovery - A "Hands-on Exploration System

1978

Type of Media System

Cost Range >$150

Descriptors Career guidance, vocational education/programming, vocational guidance, work evaluation, work simulation

User Educator

Source

Project Discovery, Southwest Iowa Learning Resources
Center, 401 Reed Street, Red Oak, IA 51566

Annotation

Project Discovery is an exploration system of a combination of individualized, "hands-on" simulated work and guidance and counseling activities for a wide range of users. The system can be used to help individuals formulate career and/or vocational goals.

Regular Edition - 28 exploration packages and a guidance and counseling component comprise the "Regular Edition" of Project Discovery. The packages contain hardware and software necessary to perform the work activities as listed. Workers on the job provided information regarding activities characteristic of their work. These activities were then turned into individualized written instructions (5th and 6th grade reading level) with an appealing cartoon-style format. In performing these simulated work activities, the participants gain experiences and an idea of what it is like to do certain work tasks. The guidance and counseling activities assist the participants in processing information they have learned about themselves while working through the packages.

Special Editions - These packages are especially designed for the special needs populations to include the poor readers. The resulting changes in the packages include a lower reading level (3rd and 4th grade), the addition of an introductory book for each package, and a revised set of guidance and counseling materials.

Discovery Exploration Packages:

- Construction Cluster (Exploring Masonry Construction,* Plumbing,* Wall Covering--Interior and Exterior,* Electricity*)
- Transportation Cluster (Auto Body Repair,* Small Engine Repair, Truckin')

- Business and Office Cluster (Accounting and Bookkeeping,* Exploring Gregg Shorthand, Filing,* Mail Handling)
- Marketing and Distribution Cluster (Sales Representative, Exploring Grocery Clerking, Banking and Credit Occupations)
- Communications and Media Cluster (So Ya Wanna Be An Artist, Advertising and Editorial Design,* Printing Processes*)
- Public Service Cluster (Working with Senior Citizens, Career in Law Enforcement, I Believe...Careers in Religious Service)
- Agribusiness and Natural Resources Cluster (Exploring Greenhouse Work*)
- Consumer and Homemaking Cluster (Waiter/Waitress, Cleaning Maintenance*)
- Health Occupations Cluster+ (Preliminary Health Exploration, Medical Patient Care, Medical Emergency Service, Dental Care, Biological Sciences and Technology, Medical Records)
- Personal Services Cluster (Machine Trades*)
- Guidance and Counseling Component for Project Discovery

Materials can be purchased as a complete set or by individual packages.

*Available in Special Edition.

+Sold only as a complete cluster.

Bibliography

Individualized Vocational/Career Training Manual

Barber, Gertrude A. and others 1978

Type of Media Manual

Cost Range $5-$10

Descriptors Career awareness and opportunities, mentally retarded, models and programs in career education, multiple handicapped, vocational education

User Educator

Source The Barber Center Press, 136 East Avenue, Erie, PA 16507
814-456-5345

Annotation

This manual describes the philosophy and training program conducted at The Gertrude A. Barber Center, Inc., in Erie, Pennsylvania.

Specific training program outlines included are:

- Custodial and Industrial Maintenance
- Grounds Maintenance
- Carpenter Helper
- Food Services
- Factory Skills
- Library/Media Aide
- Clerical Aide
- Nurse's Aide Assistance

Text is designed to insure maximum growth, independence and vocational opportunities for adults and teens whose disability is identified as mentally retarded or multiple handicapped.

Bibliography

Consumer Education: A Teaching-Learning Unit on the Rights and Responsibilities of all Consumers and Special Problems of Elderly, Poor, Handicapped, Non-English Speaking and Nonreading Consumers 1979

Type of Media

Teaching Guide

Cost Range

Free

Descriptors

Bibliography, community resources/involvement, daily living skills, legislation

User

Educator
Counselor

Source

Project Director, Consumer Education Project, Henson 127,
University of Tennessee, Knoxville, TN 37916
ED 177 059, 64 pages

Annotation

To help high school students understand the role of consumers in the everyday world, the teaching guide presents objectives and activities related to seven consumer topics. Topics are rights and responsibilities of all consumers, common transportation concerns of consumers with special problems, and problems which particularly affect consumers who are elderly, poor, handicapped, non-English speaking and/or illiterate, and underage. In addition to objectives and activities, for each topic, information is presented on the background of the particular consumer group.

Objectives are that students should be able to: list rights and responsibilities of various groups of consumers; identify local, state, and federal agencies which protect consumers; compute the best buy among consumer products; list problems caused by having very little discretionary income; list ways of helping solve problems of various consumer groups; and name laws that have been passed to help various groups of consumers.

Activities involve students in reading selected assignments, surveying local shopping areas, interviewing community members who belong to a designated consumer group, discussing pros and cons of charge accounts and credit for various groups of consumers, role playing, and listing ways of helping solve specific consumer problems. The document concludes with a teacher supplement containing information on suggested discussion questions and answers, vocabulary definitions, a bibliography of background and teaching materials, a 25-item multiple choice test, and an answer key.

Bibliography Getting Your Dollar's Worth

1978

Type of Media Text

Cost Range $1-$5

Descriptors Curriculum materials, daily living skills, home economics

User Educator

Source New Jersey Vocational-Technical Curriculum Laboratory, Rutgers University, 4103 Kilmer Campus, New Brunswick, NJ 08903 201-932-3845

Annotation

Getting Your Dollar's Worth is an informal text on consumer problems, designed to hold the attention of nonverbal students. Most concepts are presented in anecdotal form. Topics covered include:

- Buying on time.
- Other types of credit.
- Advertising abuses.
- Brand names.
- Contracts.
- Guarantees.
- Fraud.
- Small claims court.
- How to save money.
- Truth-in-Lending law.
- "Bargains."
- Garnishment.
- New Jersey Consumer Fraud Act.

Questions for discussion are at the end of each chapter; seven projects are suggested.

Bibliography Nursery Production

1978

Type of Media Curriculum Guide

Cost Range $1-$5

Descriptors Agriculture, curriculum materials, handicapped, personal counseling

User Educator

Source Vocational Curriculum Management Center, Building 17, Airdustrial Park, Olympia, WA 98504

Annotation

This curriculum guide was developed for assistance in conducting a nursery production program for the handicapped. It is written for male and female students, 14-16 years of age, with a wide range of handicaps. The guide covers such topics as:

- The teacher of students with special needs.
- Psychological considerations of teaching the handicapped.
- Hints on methods, program and facilities, and activities.

Bibliography

A Curriculum Guide for Industrial Arts Activities for Children with Emotional Problems

Williams, Michael J. et al. 1976

Type of Media

Curriculum Guide

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Emotionally disturbed, industrial, measurement and evaluation, rehabilitation services and facilities, remedial materials, resource guides and bibliographies

User

Educator

Source

Central Connecticut State College, 1615 Stanely Street,
New Britain, CT 06050
ED 134 677, 79 pages

Annotation

The course guide contained in this document was developed to provide industrial arts instructors with some understanding of emotional disturbances and remedial objectives which can be stressed with mainstreamed emotionally disturbed children through industrial arts activities.

Major discussion centers on (1) laws, legislation, and regulations concerning special education; (2) the special child and the emotions; (3) teaching techniques at Wells Street School (Connecticut); (4) rehabilitation goals through industrial arts; (5) defense mechanisms of emotionally disturbed children; (6) an example of a pretest to allow the instructors to gain an understanding of the students and their knowledge levels; (7) project development, including descriptions of the project method of assembly, tools and materials required, preparation, behavioral and remedial objectives, and diagrams; (8) tools and supply list; and (9) critique of the mainstreaming program at Wells Street School.

A bibliography is appended.

Bibliography

Multiple Learning Strategies Project. Graphics. Educable Mentally Impaired

Steinberg, Alan and others 1978

Type of Media

Instructional Package

Cost Range

< $1 MF
$5-$10 HC

Descriptors

Audiovisual aids, curriculum materials, industrial, mentally retarded, vocational evaluation, work related physical skills, work simulation

User

Educator

Source

Capital Area Career Center, Ingham Intermediate School
District, 611 Hagadorn Road, Mason, MI 48854
ED 158 081, 121 pages

Annotation

This instructional package, designed for educable mentally impaired students, focuses on the vocational area of graphics. Contained in this document are nine learning modules organized into a finishing and bindery unit. Maintenance of a challenge power cutter, operation of a hand electric stapler, and packaging with kraft paper are examples of module topics.

Each module includes these elements: a performance objective page which tells the student what will be learned, what materials are needed, and what the student must do in the modules; and job steps pages written in a read (cognitive information), look (graphic illustrations of the task), do (student performs task) and check (student is evaluated by teacher) format.

This document is one of three sets of learning modules on graphics. The other two sets are written in formats designed for regular and low reader vocational students and for visually impaired students. The modules are part of a total set of over 1,300 modules written for different student populations. Building maintenance, dietetic assistant, small engine repair, and medical assistant are the other vocational fields covered.

Bibliography

Multiple Learning Strategies Project. Graphics.
Regular Vocational - Low Reader. Vol. 2

Pettit, Glen and others 1978

Type of Media

Instructional Package

Cost Range

< $1 MF
$20-$25 HC

Descriptors

Audiovisual aids, disadvantaged, curriculum materials, industrial, mentally retarded, vocational education programming, work related physical skills

User

Educator

Source

Capital Area Career Center, Ingham Intermediate School
District, 611 Hagadorn Road, Mason, MI 48854
ED 158 078, 379 pages

Annotation

This instructional package, one of four designed for use by regular and low reader vocational students, focuses on the vocational area of graphics. (Low readers are identified as those reading at a grade 3-6 level.) Contained in this document are 57 learning modules organized into two units: composition and paste-up.

Examples of module topics are use of the varityper, scaling photographs and copy, and paper finishes and texture. Each module includes these elements: a performance objective page telling the student what will be learned, what materials are needed, and how he/she will be evaluated; a section providing information needed to perform the activity; and a job steps page detailing the steps necessary to do the task. Many visuals are included to accommodate the low reader. Technical words are defined as they appear in the text.

This document and related documents are one of three sets of learning modules on graphics. The other two sets are written in formats designed for educable mentally impaired and visually impaired students. The modules are part of a total set of over 1,300 modules written for different student populations. Building maintenance, dietetic assistant, small engine repair, and medical assistant are the other vocational fields covered.

Bibliography

Multiple Learning Strategies Project. Graphics. Regular Vocational - Low Reader. Vol. 4

Pettit, Glen and others 1978

Type of Media Instructional Package

Cost Range $1-$5 MF
$30-$35 HC

Descriptors Audiovisual aids, curriculum materials, disadvantaged, industrial, mentally retarded, work related physical skills, vocational education programming

User Educator

Source Capital Area Career Center, Ingham Intermediate School
District, 611 Hagadorn Road, Mason, MI 48854
ED 158 080, 578 pages

Annotation

This instructional package, one of four designed for use by regular and low reader students, focuses on the vocational area of graphics. (Low readers are identified as those reading at a grade 3-6 level.) Contained in this document are 74 learning modules organized into four units: presswork, finishing and bindery; special processes; e.g., sign painting and mimeographing; and photography (continuous tone).

Each module includes these elements: a performance objective page telling the student what will be learned, what materials are needed, and how she/he will be evaluated; a section providing information needed to perform the activity; and a job-steps page detailing the steps necessary to do the task. Many visuals are included to accommodate the low reader. Technical words are defined as they appear in the text.

This document and related documents are one of three sets of learning modules on graphics. The other two sets are written in formats designed for educable mentally impaired and visually impaired students. The modules are part of a total set of over 1,300 modules written for different student populations. Building maintenance, dietetic assistant, small engine repair, and medical assistant are the other vocational fields covered.

Bibliography

Multiple Learning Strategies Project. Small Engine Repair Service. Low Reader - Educable Mentally Impaired. Vol. 1.

Pitts, Jim and others 1978

Type of Media

Instructional Package

Cost Range

<$1 MF
$20-$25 HC

Descriptors

Industrial, agriculture, disadvantaged, mentally retarded, curriculum materials, vocational education programming

User

Educator

Source

Capitol Area Career Center, Ingham Intermediate School
District, 611 Hagadorn Road, Mason, MI 48854
ED 158 103, 434 pages

Annotation

This instructional package, one of two designed for low reader educable mentally impaired students, focuses on the vocational area of small engine repair service. (Low readers are identified as those reading at a 3-6 grade level.) Contained in this document are 43 learning modules organized into 9 units: engine block; air cleaner; starters; fuel tank, lines, filters and pumps; carburetors; electrical; magnetic system; lubrication; gear boxes and drive trains.

Each module includes these elements: a performance objective page that describes what the student will learn, materials needed, and how performance will be evaluated; information pages including special material not incorporated into the job steps; and job step pages which detail the steps necessary to do the task. This document and another are one of three sets of learning modules on small engine repair. The other two sets are written in formats designed for visually impaired and regular vocational students. The modules are part of a total set which includes over 1,300 modules written for different student populations. Building maintenance, dietetic assistant, medical assistant, and graphics are the other vocational areas covered.

Bibliography	Multiple Learning Strategies Project. Small Engine Repair Service. Low Reader - Educable Mentally Impaired. Vol. 2 White, Debi and others 1978
Type of Media	Instructional Package
Cost Range	<$1 MF $5-$10 HC
Descriptors	Industrial, agriculture, disadvantaged, mentally retarded, curriculum materials, vocational education programming
User	Educator
Source	Capital Area Career Center, Ingham Intermediate School District, 611 Hagadorn Road, Mason, MI 48854 ED 158 104, 481 pages

Annotation

This instructional package, one of two designed for low reader educable mentally impaired students, focuses on the vocational area of small engine repair service. (Low readers are identified as those at a reading level of grades 3-6.) Contained in this document are 50 learning modules organized into twelve units: sharpening and grinding mowers; test equipment; motorcycles; engine removal and replacement; machining; tune-ups; short blocks; storage; filling out forms; ring and piston service; valve service; and overhaul.

Each module includes these elements: a performance objective page that describes what the student will learn, materials needed, and how performance will be evaluated; information pages including special material not incorporated into the job steps; and job step pages which detail the steps necessary to do the task.

This document and another are one of 3 sets of learning modules on small engine repair written in formats designed for low reader educable mentally impaired, visually impaired, and regular vocational students. These modules are part of a total set which includes over 1,300 modules written in a variety of formats on building maintenance, dietetic assistant, small engine repair, medical assistant, and graphics.

Bibliography

Automobile Maintenance: Reading and Language Activities

Kessman, William A. 1976

Type of Media

Curriculum Materials

Cost Range

< $1 MF
$1-$5 HC

Descriptors

Curriculum materials, industrial, work related competencies

User

Educator

Source

Curriculum Lab, Rutgers, The State University, Building 4103, Kilmer Campus, New Brunswick, NJ 08903 201-932-3845
ED 130 040, 87 pages

Annotation

Designed primarily for special needs students in a vocational program in automobile maintenance, this book was written to refine the basic skills of following directions, reading comprehension, vocabulary building, spelling, word usage, and word recognition, while relating these skills to some of the tasks a beginning student in the program must know.

Ten lessons are included: (1) A New School, (2) A New Shop, (3) Auto Shop Safety, (4) Cleaning the Interior of a Car, (5) Washing a Car, (6) Polishing and Waxing a Car, (7) Changing the Oil, (8) Changing an Oil Filter, (9) Lubricating the Chassis, and (10) Mounting a Tire.

Each lesson lists key words and provides six to seven student exercises. Answers to the lessons are included in a separate Answer Key section.

Bibliography

Custodial Training

1978

Type of Media Manual

Cost Range $1- $5

Descriptors Industrial, work simulation

User Educator

Source Industrial Materials Laboratory, Trade and Industrial Education, The Ohio State University, 1885 Neil Avenue, Columbus, OH 43210

165 pages

Annotation

This manual is designed to give potential building custodians a better understanding of many of the problems involved in providing adequate building services.

The chapter on work schedules covers the routine jobs and the frequency with which each of the 15 major areas should be cleaned. Sample work schedules covering the 15 areas are included. Fifteen blank work schedule handouts are bound into the back of each manual to be used as work sheets by the custodian trainees in planning their own work schedules.

A bibliography is included.

Bibliography

Home Economics and the Exceptional Student: A Handbook for Home Economics Teachers Working with Mentally Retarded Students
1976

Type of Media

Handbook

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Community resources and involvement, curriculum materials, home economics, mentally retarded, resource guide, student oriented skills

User

Educator

Source

Curriculum Lab, Rutgers, The State University, Building 4103--Kilmer Campus, New Brunswick, NJ 08903 201-932-3845
ED 128 602, 47 pages

Annotation

This handbook contains the proceedings of a workshop designed to assist home economics educators in working with exceptional children, especially the mentally retarded. The rationale, objectives, organization, content of sessions, participant descriptions, and outcomes of the workshop are described in the introduction.

The body of the handbook contains material from each of the workshops, covered under the topics of characteristics of the mentally retarded, trends in mental retardation, life-skill competencies, curriculum suggestions, and school and community resources.

The appendix includes the workshop agenda, list of program presenters, the questionnaire used to attract participants, criteria for judging behavioral objectives, a model for a systems approach to curriculum, and a resource list.

Bibliography	Child Care 1978
Type of Media	Manual
Cost Range	$1-$5
Descriptors	Daily living skills. hearing impaired, home economics, vocational education
User	Educator
Source	New Jersey Vocational-Technical Curriculum Laboratory, Rutgers University, 4103 Kilmer Campus, New Brunswick, NJ 08903 201-932-3845

Annotation

Written for deaf teenagers, the manual is illustrated with attractive pen and ink drawings. Topics included are:

- Where the baby comes from
- Growth before birth
- Prenatal care of mother
- Preparing for the baby
- Birth.
- Physical and mental development
- Problems of infants
- Toilet-training
- Keeping baby healthy, including first aid
- Managing, training, and entertaining the child

Each lesson includes an extensive word list with simple definitions

Bibliography Home Nursing

1978

Type of Media Manual

Cost Range $1-$5

Descriptors Curriculum--guides, activities, resources; health occupations, hearing impaired, home economics

User Educator

Source New Jersey Vocational-Technical Curriculum Laboratory, Rutgers University, 4103 Kilmer Campus, New Brunswick, NJ 08903 201-932-3845

Annotation

This manual is written for older deaf girls as a high school home economics manual, but could be used to train nurses aids in hospitals. It covers the essentials of caring for ill family members, from infants to elderly, and includes basic biology as well as actual procedures. Extensive chapters on specific first aid procedures, self-defense, and drug abuse are included.

Bibliography

Language Workbook for Power Sewing

Mankoski, Linda 1977

Type of Media

Curriculum Manual

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Curriculum materials, handicapped, home economics, work related communication skills

User

Educator

Source

Curriculum Lab, Rutgers--The State University,
Building 4103 Kilmer Campus, New Brunswick, NJ 08903
201-932-3845 ED 145 140, 166 pages

Annotation

Based on the student workbook entitled "Power Sewing," this manual is intended to aid aurally handicapped vocational students who are being trained in power sewing. The sequence of lessons closely follows the progression of sewing skills taught by the shop text, but covers the material from the standpoint of reading and communication skills.

The 35 lessons include the use, care, and operation of the power sewing machine and the single-needle lockstitch machine, primary sewing operations, single-needle sewing projects, the uses of other machines used in power sewing, pressing, and hints for being a good operator. Illustrations and sign language accompany the instructions in each lesson.

Bibliography
Our First Foods Book
Our Second Foods Book
Our Third Foods Book
1978

Type of Media Book Series

Cost Range $1-$5/each

Descriptors Hearing impaired, home economics, vocational education

User Educator

Source
New Jersey Vocational-Technical Curriculum Laboratory,
Rutgers University, 4103 Kilmer Campus, New Brunswick,
NJ 08903 201-932-3845

Annotation

The first of a series of three food books, Our First Foods Book, was for use at the School for the Deaf. A severe vocabulary problem is assumed; thus all new words for each lesson are introduced in a vocabulary section. The book begins with such basic skills as kitchen safety and the care of equipment. Units are included that involve measurements, manners, simple beverages, breakfasts, sandwiches, fruit dishes, simple desserts, and simple luncheons.

Our Second Foods Book, with 14 units, involves more complicated skills, such as freezing, pies and pie fillings, salads and dressings, breads, and nutrition.

Our Third Foods Book contains extensively illustrated sections on meat and poultry cuts, several lessons on how to make attractive fish dishes, and an illustrated section on carving.

Bibliography	Don't Get Fired: 13 Ways to Hold Your Job Anema, Durlynn 1978
Type of Media	Book
Cost Range	$1-$5
Descriptors	Work related competencies
User	Educator Counselor
Source	Janus Book Publishers, 3541 Investment Boulevard, Suite 5P, Hayward, CA 94545

Annotation

Don't Get Fired! dramatically portrays 13 kinds of behavior guaranteed to irk an employer: lateness, surliness, lack of initiative, irresponsibility, etc.

Thirteen photo-dialogues show young workers in realistic confrontations with bosses, fellow workers, or customers. Exercises help readers understand and evaluate what has happened. Eye-catching photos and an easy-to-follow format make this workbook attractive to secondary and adult readers.

Teacher's manual is included free.

Bibliography "Hello Everybody..."

1978

Type of Media Audio Filmstrip

Cost Range
$150-$200 set
$30-$40/each
Rental $50/2 weeks

Descriptors Attitudes, curriculum materials, IEP development. mainstreaming, resource guide

User
Educator
Counselor

Source
SFA James Stanfield Film Associates, P.O. Box 851,
Pasadena, CA 91102 213-578-1658 (collect)

Annotation

The set includes six color-sound filmstrips about handicapped kids--for kids. The set includes Curriculum Guides and Supplemental Materials.

The filmstrip is intended to:

1) Aid the mainstreaming process by preparing students to accept the handicapped individual. It meets both affective and content objectives.

2) Give teachers the basic factual information which they need to write better individualized educational plans (IEP's).

3) Serve as a dynamic basis for parent education programs and community outreach.

4) Provide effective, positive role models for the handicapped child.

5) Desensitize persons who may be apprehensive about working with handicapped individuals.

Bibliography Typing: What Matters is How

Type of Media Manual

Cost Range $1-$5

Descriptors Business and office, curriculum materials, resource guide

User Educator

Source New Jersey Vocational-Technical Curriculum Materials,
Rutgers University, 4103 Kilmer Campus, New Brunswick,
NJ 08903 201-932-3845

Annotation

This supplementary student manual is for students with special learning difficulties. The emphasis is on how to type using interesting messages, analogies and illustrations. Repetition and review are provided for emphasis, reinforcement, and achievement.

A handy guide is included to enable the instructor to quickly locate lessons on accurate typing, body position, concentration, effective typing, employment goals, speed, and stroking techniques.

Bibliography

About Business

1978

Type of Media

Book

Cost Range

$1-$5

Descriptors

Business and office, hearing impaired, work related communication skills, career awareness and opportunities

User

Educator

Source

New Jersey Vocational-Technical Curriculum Laboratory,
Rutgers University, 4103 Kilmer Campus, New Brunswick, NJ
08903 201-932-3845

Annotation

About Business is written for deaf students enrolled in business and office programs. It provides basic concepts about business and some business vocabulary. Topics include the nature of business transactions, how business serves consumers and the community, how business produces and distributes goods and services. Also included are kinds of workers, kinds of business and the nature of money. This book is simply written, illustrated with line drawings.

Bibliography

About Insurance

1978

Type of Media

Manual

Cost Range

$1-$5

Descriptors

Business and office, curriculum materials, hearing impaired, vocational education

User

Educator

Source

New Jersey Vocational-Technical Curriculum Laboratory,
Rutgers University, 4103 Kilmer Campus, New Brunswick, NJ
08903 201-932-3845

Annotation

Written for deaf students enrolled in a business and office program, this manual covers the principal types of insurance including these categories: automobile, life, health, social security, homeowners, and miscellaneous. The language is simple, and a vocabulary section is included in each of the 32 lessons.

Line drawings are used for illustrations. The assignments are simple.

Bibliography About Buying on Credit

1978

Type of Media Manual

Cost Range $1-$5

Descriptors Business and office, curriculum materials, hearing impaired

User Educator

Source New Jersey Vocational-Technical Curriculum Laboratory, Rutgers University, 4103 Kilmer Campus, New Brunswick, NJ 08903 201-932-3845

Annotation

About Buying on Credit is a brief manual of 12 lessons written for deaf students in office occupations. It covers the essentials of charge accounts and other store credit plans, credit cards, installment buying, and borrowing money. The language is simple, and each lesson includes definitions of new words used.

Bibliography

A Program for Business Math and Electronic Calculators

1978

Type of Media Programmed Instruction

Cost Range $1-$5

Descriptors Business and office, work related arithmetic

User Educator

Source Curriculum Management Center, Building 17, Airdustrial Park, Olympia, WA 98504

Annotation

This program is designed to help students learn two important skills:

1) The ability to work with numbers.
2) The ability to effectively use an electronic desk calculator.

The programmed format reviews basic arithmetic, introduces new principles, explains calculator operations, and provides pre- and post-tests. The program is recommended for students who have had difficulty understanding basic arithmetic.

Bibliography

Typewriting for Blind Students - A Kit

Etier, A. Faborn

Type of Media

Manual
Open-Reel Tapes
Cassettes

Cost Range

$25-$50

Descriptors

Business and office, visually impaired, vocational education

User

Educator

Source

American Printing House for the Blind, Inc., 1839 Frankfort Ave., Louisville, KY 40206

Annotation

The kit is a recorded instructional program designed to teach typing to blind students. It includes ten open-reel tapes containing ten 55-minute lessons on keyboard fingering and nine cassettes containing seventeen 55-minute skill building lessons to increase speed and accuracy. A cassette player which operates at 15/16 inches per second is required.

The kit includes (also available separately):

- Typewriting for Blind Students: Cassettes
- Typewriting for Blind Students: Open-Reel Tapes
- Typewriting for Blind Students: Teacher's Manual

Bibliography Key Punch Training

1978

Type of Media Text

Cost Range $1-$5

Descriptors Business and office, hearing impaired, vocational education, curriculum materials

User Educator

Source New Jersey Vocational-Technical Curriculum Laboratory,
Rutgers University, 4103 Kilmer Campus, New Brunswick, NJ
08903 201-932-3845

Annotation

This student text is designed to be used in conjunction with the actual machines in the classroom. It is written for deaf students and proceeds slowly, in simple language. The parts of the machine, getting ready to punch, operating the machine, programming, and verifying are discussed. The text covers the IBM 24, 26 and 39 card-punch machines and the 56 and 59 card verifiers. Fifty pages of exercises are also included.

Bibliography

Training Manual: Job and Social Skills: Vocational Strategies for Special Needs Students

Blanc, Doreen V. 1976

Type of Media

Curriculum Materials

Cost Range

<$1 MF
$5-$10 HC

Descriptors

Curriculum materials, job seeking skills, mainstreaming, work related communication skills, work related competencies

User

Educator

Source

Boston State College, 625 Huntington Avenue, Boston, MA 02115
ED 135 980, 105 pages

Annotation

Curriculum materials presented in this Spanish-English guide, one of five developed as part of the vocational strategies project, are intended to provide vocational services to mildly handicapped special needs students mainstreamed into regular high schools. Material is sequentially arranged, emphasizing those skills which a student needs to know initially and those which become critical as the time of actual employment nears.

The first unit, "Your Name and Some Important Things You Should Know," concerns basic knowledge and can be used as early as the first year in high school. Exercises are provided for budgeting time, learning to use public transportation, answering questions, and obtaining a Social Security card.

The second unit, "Finding Jobs," covers processes for finding work through the media, the Yellow Pages of the telephone book, the employment ads, and the state employment office.

The third unit, "Applying for Jobs," gives students practice in filling out actual job applications and in mastering the job interview.

Contents for each of the 11 lessons in the three units include lists of learning objectives and needed materials, notes to the teacher, and copies of student written exercises (in both English and Spanish). A pamphlet on applying for a Social Security card is included.

Bibliography Entering the Job Market Without Specialized Training

Type of Media Audiocassette

Cost Range $100-$150

Descriptors Career awareness and opportunities, vocational education, on-the-job training

User Educator

Source Changing Times Education Service, 1729 H Street NW,
Washington, DC 20006

Annotation

This set of 12 cassettes explores occupations which permit direct entry after high school without further specialized training or education. The cassettes address on-the-job training, apprenticeship programs and occupational opportunities in 22 employment areas.

480 Minutes - From the Careertapes Series.

Bibliography	All About Me 1978
Type of Media	Book
Cost Range	$1-$5
Descriptors	Hearing impaired, hygiene and personal appearance, mentally retarded, self-concept and self-awareness, work relationships, disadvantaged
User	Educator
Source	New Jersey Vocational-Technical Curriculum Laboratory, Rutgers University, 4103 Kilmer Campus, New Brunswick, NJ 08903 201-932-3845

Annotation

This simply written book is intended to help deaf girls between ages 13 and 18 build self-confidence and understand themselves and others. Illustrated with line drawings and humorous stylized figures, topics run the gamut from elementary principles of hygiene and grooming to the problems of adolescence, getting along with people, and the problems of alcohol, drugs, and venereal disease. New words are defined in each lesson and repeated in a glossary at the end.

This production is also suitable for slow learners who are not deaf.

Bibliography

My First Job - A Series

1975

Type of Media Motion Picture

Cost Range >$150

Descriptors Career awareness and opportunities, vocational education programming, work related competencies

User Educator

Source Coronet Instructional Media, 65 East South Water Street, Chicago, IL 60601

Annotation

A series presenting the duties and responsibilities of entry level positions in retail business, food service industry and service station work based on the comments of persons involved in each job. The entire series costs $765.

Included is:

1) My First Job: Checker-Cashier ($138) - Portrays a woman working in a medium-sized supermarket. She discusses the personal qualifications and responsibilities of the checker-cashier.

2) My First Job: Department Store Clerk ($138) - Presents young department store clerks telling of the opportunities their jobs offer for sales experience in a wide variety of products, for developing customer relations skills and for learning behind-the-scenes aspects of the retail business.

3) My First Job: Drugstore Clerk ($138) - Shows a drugstore clerk who recounts some of her sales experiences and on-the-job training. Three areas of drugstore retail work are introduced - selling, cashier duties and stock handling.

4) My First Job: Food Service ($130) - Portrays a young waitress and a young salad maker. Presents their jobs as an opportunity for developing food preparation techniques and customer service.

5) My First Job: Service Station Attendant ($152) - Introduces a man who describes his daily activities from pumping gas and handling money to services such as minor mechanical work and selling automotive accessories.

6) My First Job: Stock Clerk ($152) - Shows a young man working as a stock clerk in a record shop indicating the activities, job setting and occupational opportunities afforded by a first job as stock clerk. Emphasis is given to receiving items from the wholesaler; marking, price-tagging, and storing the items; replacing stock in the store; and updating inventory.

Bibliography Get That Job - A Series

1977

Type of Media Motion Picture

Cost Range > $150

Descriptors Career guidance, job seeking skills, vocational guidance, work related communication skills

User Educator

Source Coronet Instructional Media, 65 East South Street,
Chicago, IL 60601

Annotation

Through examples drawn from the world of work, the processes involved in choosing a career, finding employment leads, preparing for and handling a job interview and deciding to change jobs are discussed. The cost of the series is $965.

The series includes:

1) Get That Job: Changing Jobs ($1200) - Demonstrates the process of changing jobs. Evaluation of the present job, the proper way to resign a job and how to find new job leads is discussed.

2) Get That Job: Choosing a Career ($190) - Gives the examples of three young people to show how people can implement their career choices in the job market.

3) Get That Job: Finding Leads ($160) - Presents the various routes that can [illegible] followed to develop job leads. It covers want ads, college placement bureaus, unions, government services and employment agencies.

4) Get That Job: Handling the Interview ($140) - Gives an example of an applicant preparing for an employment interview. Steps such as becoming familiar with the prospective company before the interview and taking needed information to the interview are presented.

5) Get That Job: Keeping Up with the Changing World ($218) - Presents on-the-job interviews with people who are part of the changing job scene. It summarizes information about how the world of work is changing and what is available to help people adjust to it.

6) Get That Job: Line Up Your Interview ($160) - Portrays a newcomer to the job market learning how to organize a resume, choose the right job objective, write an effective introductory letter and close an initial contact.

Bibliography Your Job - A Series

1968

Type of Media Motion Picture

Cost Range >$150

Descriptors Career awareness and opportunities, vocational guidance, work habits, work related communication skills, job seeking skills, and work relationships

User Educator

Source Coronet Instructional Media, 65 East South Water Street, Chicago IL 60601

Annotation

Focusing on career planning, job hunting and working people, the range of choices open to young people is demonstrated. It is designed to help them assess themselves and their job opportunities.

The series ($1,220) includes:

1. Your Job: Applying for It ($196) - Presents a variety of workers who explain the planning procedures they used to get the jobs they wanted.
2. Your Job: Finding the Right One ($182) - Considers the idea that finding the "right" job requires an organized plan and an honest appraisal of abilities, interests, and aptitudes.
3. Your Job: Fitting In ($218) - Portrays situations where employees are fired for doing too little or too much.
4. Your Job: Getting Ahead ($218) - Illustrates experienced workers who answer questions about changing jobs, choosing areas for advancement and planning for additional education.
5. Your Job: Good Work Habits ($188) - Shows two recently employed high school graduates who discuss the kinds of work habits that lead to promotion, raises and personal satisfaction.
6. Your Job: You and Your Boss ($218) - Portrays employers and employees who discuss qualities they hope to find in one another.

Bibliography Choosing a Vocation

Type of Media Filmstrip

Cost Range $10-$25

Descriptors Career awareness and opportunities, career exploration, vocational guidance

User Educator

Source Current Affairs Films, P.O. Box 398, Wilton, CT 06897

Annotation

Choosing a Vocation presents information to increase awareness regarding the types of trade or vocational endeavors available to students. It helps students learn how to evaluate themselves, the job market, trade schools and vocational programs.

The filmstrip is in color and includes an audio cassette and teacher materials.

Bibliography First Jobs, Module 2: Five First Jobs - A Series

Type of Media Filmstrip

Cost Range $75-$100

Descriptors Business and office, curriculum materials, distributive, job seeking skills

User
Educator
Counselor

Source
Educational Design, Inc., 47 West 13th Street, New York, NY 10011

Annotation

A multimedia program designed to show students how to obtain and keep an entry-level job demonstrates a variety of jobs and job-hunting techniques. Three cassettes with sound track for five filmstrips are included. The five jobs presented are:

- Fast Foods
- Office Work
- Retail Stores
- Service Stations
- Supermarkets

Bibliography

Basic Job Skills - A Series

Malsbary, Dean R. 1976

Type of Media Motion Picture

Cost Range > $150

Descriptors Work related competencies

User Educator

Source Coronet Instructional Media, 65 East South Water Street,
Chicago, IL 60601

Annotation

Workers in various job situations illustrate the use or neglect of essential skills, including the ability to satisfy customers, handle cash and credit, receive criticism in a positive manner, perform at different levels of responsibility and assist in the resolution of daily problems. The series sells for $915 and includes:

1. Basic Job Skills: Dealing with Customers ($152) - Illustrates how psychology, expertise and pleasantness work together to satisfy customers. Indicates that knowing your product and understanding your customer's needs is the key to successful customer relations.

2. Basic Job Skills: Following Instructions ($152) - Presents a delivery driver for a department store, who portrays comic contrast to other workers who know the importance of following instructions. Their success at their jobs and avocations is contrasted with the driver's problems caused by his disregard for instructions.

3. Basic Job Skills: Handling Criticism ($176) - Portrays interactions involving different forms of work-related criticism. Five examples are dramatized to portray desirable and undesirable reactions to criticism.

4. Basic Job Skills: Handling Daily Problems ($160) - Exposes students to the variety of problems which develop in jobs and offers effective techniques for resolving daily conflicts.

5. Basic Job Skills: Handling Responsibility ($166) - Presents young people role-playing in four environments and job situations. The handling of different levels of responsibility is illustrated.

6. Basic Job Skills: Working with Money ($210) - Shows six young men and women working in service and retail jobs. They give their perceptions of working with money and demonstrate each worker's daily routine, with special emphasis on handling cash, checks, credit cards, receipts and customer relations.

Bibliography Exploring The World of Work

1977

Type of Media Cassette Tapes

Cost Range >$150

Descriptors Career awareness and opportunities, women and the world of work

User Educator

Source Changing Times Education Service, 1729 H. Street, N.W.,
Washington, DC 20006

Annotation

Exploring the World of Work is a set of 18 cassettes which uses interviews with 72 young workers to give an overview of the range of job opportunities in the 15 U.S. Office of Education clusters. Special attention is given to opportunities for working women. The set sells for $164.

Bibliography Succeeding in the World of Work - A Series

1977

Type of Media Filmstrips with Audio Cassette

Cost Range $10-$25 Each

Descriptors Communication skills, daily living skills, job seeking skills, personal counseling, social skills, work related communication skills, self-concept, self-awareness

User Educator

Source McKnight Publishing Co., P.O. Box 2854, Dept. 77,
Bloomington, IL 61701

Annotation

The series includes:

1. Charge It, Please - Provides information related to the types, problems and uses of consumer credit.
2. Human Relationships - Presents information about developing and maintaining good interpersonal relationships, including skills in communication, cooperation and motivation.
3. Introduction to the World of Work - Presents an overview of the world of work, including work roles, career choices, applying for work and the need for progress on the job.
4. Locating and Applying for a Job - Provides information related to career choice, career acquisition, job applications and personal interviews.
5. Managing Your Money - Gives information related to personal finance skills, including planning, budgeting and banking.
6. Personal Safety - Presents information related to personal safety, including knowledge of potential hazards and planning ahead.
7. Planning for Success - Gives information related to life planning, including goals, personal awareness and periodic self-evaluation.
8. Protection from Economic Loss - Presents information related to financial security, including insurance, investment and the laws of probability.

9. Setting Your Goals - Provides information regarding life goals, including identification of goals, personal factors, career goals and attitudes.

10. The Wise Consumer - Provides information related to the importance of developing consumer skills, including planning, budgeting, methods of payment and consumer rights.

11. You, Your Employer and Your Co-Workers - Presents information regarding work relationships with employer and peers, problem solving, personal responsibility, and social skills.

12. Your Progress on the Job - Provides information related to position advancement and performance success, including personal skills, interpersonal relationships and reward strategies.

Bibliography English on the Job: A Series

Type of Media Motion Picture

Cost Range >$150

Descriptors Job seeking skills, work related communication skills

User Educator

Source Coronet Instructional Media, 65 East South Street,
Chicago, IL 60601

Annotation

This series ($559) includes:

1) English on the Job: Listening and Speaking Skills ($189) - Features employees at a service station, a construction site and a restaurant, who illustrate some of the listening and speaking skills which are useful for obtaining and holding a job.

2) English on the Job: Reading Skills ($181) - Addresses reading skills which aid in finding and applying for a job. It presents on-site photography of various workers demonstrating how to skim reading material, look for key words and phrases, evaluate and summarize the material, and find the meanings of unfamiliar words.

3) English on the Job: Writing Skills ($189) - Discusses experiences of five workers illustrating that writing which is clear, complete and aids total communication can pave the way to more responsibility and better paying jobs. Applications, memos, letters and reports are discussed.

Bibliography

English That We Need

Prevo, Helen R.

Type of Media Workbook

Cost Range $1-$5

Descriptors Daily living skills, work related communication skills

User Educator

Source Frank E. Richards Publishing Co., Inc., 330 First Street,
Box 370, Liverpool, NY 13088

Annotation

English That We Need is a worktext which gives simplified instruction on the alphabet, capital letters, dictionary, sentences, contractions, abbreviations, homonyms, paragraphs, letters and oral English.

It is also recommended for individual study.

Bibliography Direction for Tomorrow - A Series
Sets 1-7

Type of Media Filmstrip

Cost Range $50-$70/Set

Descriptors Business and office, career awareness and opportunities, distributive, electronics, health occupations, home economics, industrial

User Educator

Source Bowmar Publishing Corporation, 4563 Colorado Blvd.,
Los Angeles, CA 90039

Annotation

SET 1: Compassion for People - A Series-- Describes occupational classifications in the health service field. These jobs can be learned through on-the-job training and are attainable without a college degree. Twelve consumable student career survey sheets for each career are included:

Compassion for People: Overview
Inhalation Therapist
Licensed Practical Nurse
Mental Health Aide
Orthotist
Registered Professional Nurse

SET 2: The Nation's Builders--A Series - Shows craftsmen in the construction industry. Occupations which can be learned through on-the-job training and are attainable without a college degree are presented. Included are 12 consumable Student Career Survey Sheets for each career:

Architectural Draftsman
Carpenter
Civil Engineering Technician
Electrician
Heavy Equipment Operator
The Nation's Builders: Overview

SET 3: The Age of Electronics--A Series - Describes electronic manufacturing and follows micro-miniature elctronic circuits through manufacturing and production. Presented are occupations learned through on-the-job training which are attainable without a college degree. Twelve consumable Student Career Survey Sheets for each career are included:

The Age of Electronics: Overview
Electronic Technician
Electro-Mechanical Assembler
Environmental Test Technician
Machinist
Technical Writer

SET 4: Man Has Wings--A Series - Presents careers in civil aviation industry that are learned through on-the-job training and attainable without a college degree. The series contains 12 consumable Student Career Survey Sheets for each career:

Air Traffic Controller
Aircraft Engine Mechanic
Airframe Mechanic
Man Has Wings: Overview
Passenger Service Agent
Pilot
Flight Instructor

SET 5: Cabbages to Kings and Various Things--A Series - Discusses careers in the retailing industry that are learned on the job without requiring a college degree. Twelve consumable Student Career Survey Sheets for each career are included:

Credit Counselor
Cabbages to Kings and Various Things: Overview
Retail Department Head
Retail Food Clerk
Retail Sales Associate
Specialty Retail Salesman

SET 6: The Money Tree--A Series - Presents banking and finance careers that are learned on the job without requiring a college degree. Contained are 12 consumable Student Career Survey Sheets for each career:

Bank Teller
Decoder Machine Operator
Investment Account Executive
The Money Tree: Overview
New Accounts Clerk
Real Estate Appraiser

SET 7: Jobs for the Now Generation--A Series - Shows students how to find temporary work leading to permanent employment through work-study opportunities. It indicates where to go, whom to see and what to say to get started. Twelve consumable Student Career Survey Sheets for each career are contained in the series:

Electric Engineering Technician Assistant
Equipment Rental Assistant
Food Service Assistant
Jobs for the Now Generation: Overview
Park and Recreation Assistant
Real Estate Management Trainee

Bibliography

Life Management Skills for Disadvantaged and Handicapped.

1978

Type of Media Book

Cost Range $1-$5

Descriptors Curriculum materials, mainstreaming, IEP development

User

Counselor
Educator

Source

Vocational Curriculum Management Center, Building 17,
Airdustrial Park, Olympia, WA 98504

265 pages

Annotation

This guide is designed to help the teacher of disadvantaged and handicapped students meet the separate needs of each individual pupil, whether or not they parallel the needs of other class members. It is based on the concept of individualized instruction. The guide will help the teacher make the transition from group instruction as commonly found in classrooms to individualized or very small group instruction for two or three students.

It is arranged in four semesters of study, each of which is divided into several units. Each unit of instruction is introduced by a series of instructional objectives, arranged in sequential order. The instructional objectives are keyed to pretests within the unit of study.

Bibliography

Motivating Disadvantaged Students to Learn.
Appendix B of a Final Report

Thomas, Hollie B., Jr. 1973

Type of Media

Literature Review

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Behavior management, disadvantaged, instructional management, self-concept and self-awareness

User

Educator

Source

The Center for Vocational and Technical Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ED 072 206, 98 pages

Annotation

Developed as part of a project designed to provide a synthesis of the literature and practice relating to the career education of disadvantaged students, this review is intended to inform teachers about research and techniques for motivating disadvantaged students.

Section I discusses the nature of motivation and describes the basic human needs that motivate individuals, including psychological needs, love needs, safety needs, esteem needs, self-actualization needs, and the desire to know and understand.

Section II offers an overview of research relating to such basic motivation constructs as self-concept, locus of control of reinforcement, aspirations, and self-actualization. Motivating techniques, such as the use of rewards and successes, feedback and reinforcement, setting goals, and creative thinking, are explored and evaluated in Section III.

Some conclusions drawn from this review were:

1) A major portion of the motivation research is directed toward ascertaining the global self-concept of the disadvantaged student.

2) Changing the locus of control of reinforcement from external to internal appears to be a primary objective of career educators.

3) The development of goals to achieve a long-range aspiration is more effective than long-range goals.

Bibliography

Pick a Title. A Collection of Children's Books and Other Media About the Handicapped

Anderson, Consuelo Escoe and Rosa L. Presberry 1979

Type of Media

Media Catalog

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Resource guides and bibliographies, attitudes, audio-visual aids, parent counseling/involvement

User

Educator
Counselor

Source

Maryland State Dept. of Education, Office of Special Education, 6510 Elkridge Landing Road, Baltimore, MD 21240
ED 168 290, 23 pages

Annotation

Designed for teachers, library media specialists, and parents, this annotated resource bibliography contains titles of children's books and other media selected to promote an understanding of handicapped children and adults. The titles elected represent the last five years in which a new awareness of attitudes and feelings toward the handicapped has emerged. The children's book section is divided into books for preschool and primary grades, books for the middle grades, and books for young adults.

An audiovisual section and a professional reference section are also provided. Addresses of the publishers and producers are included in a separate section.

PERSONNEL AND PROFESSIONAL DEVELOPMENT

Bibliography

Career Exploration and Preparation for the Special Needs Learner

Phelps, L. A. and R. J. Lutz 1977

Type of Media

Book

Cost Range

$10-$25

Descriptors

Emotionally disturbed, models and programs in career education, physically impaired, program evaluation, team-oriented instruction

User

Educator
Counselor

Source

Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, MA
02210

Annotation

Emphasizing a cooperative approach involving special and vocational educators, classroom teachers, parents, employers, coordinators and curriculum planners, Career Exploration and Preparation for the Special Needs Learner contains complete guidelines, practical suggestions and step-by-step techniques for planning and implementing individualized career education programs.

Part One focuses on preparing physically and emotionally handicapped learners for meaningful career experiences.

Part Two presents a series of specific processes designed for setting up and evaluating instructional programs. Included are:

- Techniques for identifying and assessing learner's needs
- Discussions of all handicapping conditions
- Guidelines for team-oriented instruction
- Individual case studies

Bibliography

Life Centered Career Education: A Competency Based Approach

Brolin, D. E. 1978

Type of Media Text

Cost Range $10-$25

Descriptors Daily living skills, IEP development, instructional management, mentally retarded, social skills, vocational guidance, resource guides and bibliographies

User Educator

Source

Council for Exceptional Children, CEC Information
Services, 1920 Association Drive, Reston, VA 22091
703-620-3660 ED 159 850

Annotation

The text describes an approach to career education for handicapped children developed by Project PRICE (Programming Retarded in Career Education) which encompasses 22 student competencies in three primary categories (Daily Living Skills, Occupational Guidance and Preparation, and Personal Social Skills).

The bulk of the document is composed of a listing of competency units for teaching each of 102 subcompetencies. Each unit contains information on objectives, activities/strategies, and adult/peer roles. A fourth chapter lists commercially available materials for career education activities, and includes information on material type, instructional level, price and publisher. Resources are listed for each of the 22 student competencies. A sixth and final chapter reviews methods for assessing student competency and planning for individualized education programs.

Among three appendices is the competency rating scale manual.

Bibliography

VEH Handbook

1978

Type of Media

Handbook

Cost Range

Free

Descriptors

Community resources and involvement, guidance and counseling, instructional management, personnel development, program evaluation, vocational education/programming

User

Educator
Counselors
Administrators

Source

Home Economics Instructional Materials Center, Texas
Technical University, Box 4067, Lubbuck, TX 79409
150 pages

Annotation

This handbook is designed especially for teachers of vocational education for the handicapped (VEH) programs in Texas. VEH programs are offered in all vocational education program areas: agriculture, distributive education, health occupations, home economics, industrial arts, industrial education, and office education. Because of the commonalities of these programs, the Handbook provides information regarding vocational education for the handicapped which is applicable to all types of programs.

The Handbook is based on identified competencies needed by VEH teachers in any area of vocational education. A list of these competencies is included in the Handbook.

This reference was developed in four parts: Operation of Program, Instruction and Management of Program, Interpretation of Program, and Working with Students.

Part one, pertaining to the operation of the program, includes chapters on laws pertaining to the handicapped; vocational education for the handicapped program; teacher responsibilities; facilities and equipment; students; and budget, records, and reports.

The section on instruction and management of the program includes chapters on managing the behavior of VEH students, classroom instruction and management, laboratory instruction and management, and safety.

Part three aids the teacher in interpreting the program through the advisory council and public relations.

The fourth part, which deals with working effectively with students, includes counseling and guidance, orientation to the world of work, and vocational youth organizations.

Although the Handbook will be used primarily by teachers in planning, conducting, and evaluating VEH programs, several other uses are anticipated. Curriculum developers can use the handbook as a basis for developing curriculum and instructional materials for handicapped students in any vocational education program area. It should be useful in planning and conducting training workshops for VEH teachers. The materials should be valuable in the preservice training of vocational education teachers. This reference should also be helpful in interpreting the program to administrators, other teachers and school personnel, the community, parents, students, and legislators.

Bibliography

Vocational Education for Students with Special Needs: An Administrator's Handbook

Altfest, Myra and Nancy Hartley, eds. 1975

Type of Media

Handbook

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Community resources and involvement, disadvantaged, handicapped, measurement and evaluation, program evaluation, vocational education

User

Administrator

Source

Department of Vocational Education, Colorado State University, Ft. Collins, CO 80521
ED 112 091, 56 pages

Annotation

The administrator's handbook contains seven sections, each dealing with a specific aspect of vocational education for students with special needs. Section 1 describes the process of identifying handicapped and disadvantaged students. Section 2 covers assessing the needs of such students. Section 3 discusses developing district priorities to meet the student's needs in terms of personnel, special services, facilities and equipment, and special programming. Section 4 presents a systems chart which summarizes in graphic form the flow of action and interrelationships between the various elements of the vocational education process. Section 5 describes various community agencies, their major emphasis, and the administrator's role in coordinating their resources for optimum use by the school system. Section 6 discusses Individual Prescriptive Education, one solution that has proved successful in satisfying the needs of handicapped and disadvantaged students. Section 7 covers evaluation for establishing accountability, upgrading program efficiency, determining services needed, recognizing problem areas, and meeting program objectives.

One-third of the document consists of four appendixes which provide sample referral sheets, student data sheets and needs profiles, and instructions for the use of disadvantaged and/or handicapped supplemental services.

Bibliography

Vocational Education for Students with Special Needs: A Teacher's Handbook

Altfest, Myra, ed. 1975

Type of Media

Handbook

Cost Range

<$1 MF
$5-$10 HC

Descriptors

Attitudes, curriculum materials, measurement and evaluation, organizations and services (D/H), resource guide and bibliographies

User

Educator

Source

Department of Vocational Education, Colorado State University, Ft. Collins, CO 80521
ED 112 090, 120 pages

Annotation

This handbook on vocational education for students with special needs contains seven chapters, each one covering a basic area of concern to teachers of such students. Chapter 1 deals with identifying disadvantaged and handicapped students on the basis of easily recognizable characteristics. Chapter 2 covers assessing the needs of the individual handicapped or disadvantaged student on the basis of health, psychological, educational, social skills information, and work experience records. Chapter 3 discusses common characteristics and attitudes which affect learning in handicapped and disadvantaged students and suggests learning styles and teaching techniques best suited to those students. Chapter 4 provides an annotated guide to instructional materials particularly appropriate for use with special needs students. Chapter 5 discusses the procedures and expected outcomes of individual prescriptive education. Chapter 6 describes local resources and agencies and the primary services which they provide to the student with special needs. Chapter 7 briefly discusses student evaluation.

A ten-page bibliography lists works pertaining to disadvantaged, handicapped, handicapped-learning disabled, and vocational education. An appendix contains sample forms useful to teachers in assessing and recording student handicaps, needs, and progress.

Bibliography	Suggested Guidelines for Establishing Vocationally Oriented Programs for Special Education Centko, Thomas J. et al. 1971
Type of Media	Monograph
Cost Range	< $1 MF $1-$5 HC
Descriptors	Employment opportunities/placement, grant writing and funding, measurement and evaluation
User	Educator Counselor Administrator
Source	Michigan State Department of Education, Division of Vocational Education, P.O. Box 30009, Lansing, MI 48909 ED 117 612, 43 pages

Annotation

This monograph is an outgrowth of an inservice workshop for vocational educators, special educators and administrators. The workshop staff developed it with the intent of providing guidelines for educators in the design of vocational education programs for special education students.

Specific suggestions concerning program development, identification of work and jobs, cooperation among agencies and personnel, evaluative functions, proposal preparation, and obtaining funds are given.

Bibliography

Vocational Education for the Handicapped: A Review
Information Series No. 119

Hall, M. E. 1977

Type of Media Monograph

Cost Range $1-$5

Descriptors Disadvantaged, guidance and counseling, information systems, legislation, mainstreaming, measurement and evaluation, personnel development, vocational education

User

Administrator
Educator

Source

The ERIC Clearinghouse on Career Education, The Center for Vocational Education, The Ohio State University,
1960 Kenny Road, Columbus, OH 43210

Annotation

A review and synthesis of programming and techniques useful in providing vocational education to handicapped secondary and postsecondary school students is presented in this information analysis paper. Information and insights are given so that vocational administrators and supervisors can assess their efforts to provide equal opportunities for the handicapped to participate fully in all facets of vocational education including youth organizations, cooperative vocational education, vocational guidance services, and consumer education.

Practical suggestions are included for effectively accommodating handicapped students through both regular and special instructional arrangements. Specific topics discussed include the following:

- Rationale for the participation of the handicapped in vocational education
- Barriers to participation
- Impact of legislation
- Identifying the handicapped
- Developing appropriate program alternatives for serving the handicapped
- Prevocational education
- Role of vocational education in comprehensive secondary programming for the academically handicapped
- Need for interagency cooperation

- Curriculum and instructional materials to assist in vocational training
- Personnel preparation
- Evaluation of students and programs
- Professional organizations

The conclusion is made that emphasis in the future must be one of equal access and maximum accommodation. The appendix contains descriptions of information systems on the handicapped.

Bibliography

Improving Occupational Programs for the Handicapped, Manual on Improving Programs for the Handicapped with Examples

Parker, Scott L. and others 1975

Type of Media

Manual
(Microfiche)

Cost Range

< $1 MF

Descriptors

Handicapped, placement, post-employment follow-up, program evaluation, vocational education models and programs, vocational evaluation

User

Counselor
Administrator
Educator

Source

Management Analysis Center, Inc., Washington, DC 20036
ED 117 914

Annotation

The purpose of this manual is to help improve occupational programs for the handicapped. It is based on a study of 30 existing vocational education programs falling into one of three categories--modified programs for handicapped students in regular classrooms, special programs for the handicapped in segregated programs, or special programs for severely handicapped in special classes or residential schools.

Chapters include:

- Laying the Groundwork
- Designing a Program
- Setting up a Program
- Focusing on the Student
- Meeting Student Needs
- Preparing for Specific Skill Training
- Selecting Type of Vocational Training
- Providing Related or Academic Instruction
- Obtaining Supportive and Social Services
- Assisting in Transition to Work World
- Conducting Job Placement and Follow-up
- Achieving Interagency, Interdistrict, and Community Coordination and Cooperation

Appendices include: Checklist for Program Evaluation, Abstracts of 30 Programs, Detailed Studies of Three Different Kinds of Programs.

Bibliography

Vocational Education for Special Groups

Wall, James E., ed. 1976

Type of Media Yearbook

Cost Range $10-$25

Descriptors Instructional management, measurement and evaluation, personnel development, program evaluation, vocational education

User

Educator
Counselor

Source

American Vocational Association, Inc., 1510 H. Street,
N.W., Washington, DC 20005

351 pages

Annotation

The sixth yearbook in a series published by AVA, this yearbook discusses issues, concepts and strategies involved in providing vocational education to special populations.

Articles included are:

- Vocational Education for Special Groups: Retrospectively, Introspectively, Prospectively by James E. Wall
- Diversity of Special Groups: Description and Needs by Charles W. Phillips
- How We Can Provide Vocational Education for Special Groups by Addison Hobbs
- Women's Expanding Roles: Implications for Vocational Education by Mary Bach Kievit
- Vocational Education for Retirees and Middle-Age Career Changers by Angelo C. Gilli
- The Status of Blacks in Vocational Education: Reflections and Perspectives by Ferman B. Moody and N. Allan Sheppard
- Options for Native Americans in Vocational Education by Marjorie Bear
- Handicapped Citizens: Increasing Opportunities Through Vocational Education by Thomas R. Shworles
- Social Mobility for Mexican-Americans via Vocational Education by Delfino Valdez

- Vocational Education: An Alternative Rehabilitation Mode for Correctional Institutions by Ralph Bregman and Verna Frey
- Youth: Work Entry Through Vocational Education by Jasper S. Lee
- Leadership Development for Special Groups by William W. Stevenson and Paula Keller
- Identification, Recruitment, and Retention of Persons in Programs for Special Groups by Lawrence Weisman
- Diagnostic and Assessment Procedures for Identifying Individual Characteristics and Problems by Donna M. Seay
- Proposed Strategies in Developing Curriculums for Special Groups by Kenneth M. Eaddy and Pamela A. Eaddy
- Individualization of Instruction for Special Groups: Major Bases by Barbara Johnson
- Supportive Services for Special Student Groups by James E. Bottoms and Paul Scott
- Developing Vocational Education Personnel to Meet the Needs of Persons in Special Groups by James F. Shill
- Evaluation of Special Group Programs by Robert E. Norton and Norval McCaslin

Bibliography

Course Design and Student Learning

Billing, David, ed. 1978

Type of Media Essay Collection

Cost Range $5-$10 HC

Descriptors Work related competencies, employment, instructional management, needs assessment, student oriented skills, study skills

User Educator

Source
The Society for Research into Higher Education,
University of Surrey, Guilford, Surrey GUZ 5XH, England
171 pages

Annotation

Papers presented at the Society for Research into Higher Education's Conference on course design and student learning dealt with the following overall topics: the needs of special groups of students; student involvement; study skills and learning methods; course design; and employment, adaptation, and socialization.

Among the papers presented were the following: "Courses for Whom"? by Eric E. Robinson; "General Competence by Independent Study," by John Stephenson; "Adult Learners in University Courses," by Sue Knights and Rod McDonald; "Problems Associated with Increasingly Flexible University Entrance Requirements: From a Particular Case to More General Questions," by Geoff Isaacs; "Helping the Handicapped: University Education for the Disabled," by Alexander D. G. Gunn; "Course Design for Unemployed Youth," by Doreen Wilson; "Audience/Student Participation in Learning: An Example, Using the Theme of Defeating Some Educational System Constraints," by John Hipwell and David Baume; "Involving Students in Learning Activities: A Study of Different Levels and Kinds of Participation," by Roy Cox, Seppo Kontiainen, and Sarah Robinson; "Varieties of Student Involvement in Learning: Inferences for Course Planners," by Allen H. Miller; "A Course on Learning to Learn: A Case-Study in Curriculum Development," by Colin R. Coles; "Can Students be Taught How To Study"? by Graham Gibbs; "Information Handling Skills in Higher Education: The Travelling Workshops Experiments," by Colin Harris; and "How Can We Guide First-Year Students Towards both Independent and Cooperative Modes of Study"? by Lewis Elton, Will Bridge, Vivien Hodgson and Mario Lopez.

Bibliography

Introduction to Special Vocational Needs

Meers, Gary D. 1976

Type of Media

Monograph

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Behavior management, guidance and counseling, instructional management, preservice/inservice training, vocational education models and programs

User

Educator

Source

Department of Vocational-Technical Education, University of Nebraska, East Campus, Lincoln, NE 68583
ED 126 348 30 pages

Annotation

The document contains two readings and a competency list meant to serve as an introduction to the area of special vocational needs. A special vocational needs program is defined as a program designed for those in need of vocational training who cannot succeed in a regular vocational program due to a handicapping condition (mental, physical, or emotional) or the effects of disadvantagement (academic or socioeconomic).

A teacher competency list, offered as a guide for pre- and inservice teacher education programs, presents competencies developed under seven major headings: program planning, curriculum development, method of instruction, evaluation, guidance, human relations, and management of learning and behavior.

The first reading discusses five components of a model (identification of program goals, specification of competencies, defining indicators of success, developing modalities of instruction, and program evaluation) and their utilization in a systematic approach to designing career education programs for the special needs student.

A sequential procedure for curriculum modification to meet all student needs is described in the second reading. It includes status assessment, progressive instructional unit change, learning style analysis of a unit, readability measurement of printed classroom materials, and exploration of possible unit weaknesses.

Bibliography

Planning Vocational Education Programs for the Disadvantaged and Handicapped: Competency Based Administrator Education Module

Chisman, A. W. and K. Novak 1977

Type of Media Instructional Materials

Cost Range <$1 MF
$1-$5 HC

Descriptors Disadvantaged, funding, handicapped, legislation, resource guide, vocational education

User Administrator

Source Division of Vocational-Technical Education, Virginia Polytechnic Institute and State University, Blacksburg, VA 24061 ED 145 123, 84 pages

Annotation

One of a set of seven instructional materials designed for competency-based vocational education administrator education, this module focuses on the learner's accomplishments of objectives related to procedures for planning and implementing vocational programs for disadvantaged and handicapped persons.

Following introductory material discussing the organization of the module, the module's terminal objective and six enabling objectives are presented along with information on required and optional resources.

Major content is comprised of six sequential learning experiences, each directed toward helping the learner accomplish one of the module's six enabling objectives. Titles of the learning experiences are:

- Federal Legislation and Funding Sources Related to Handicapped and Disadvantaged Students in Vocational Education
- Serving Disadvantaged and Handicapped Student Populations (two activities)
- Establishing Policies which Facilitate the Delivery of Vocational Education to Handicapped and Disadvantaged Students
- Determining Resource Requirements
- Establishing a Program Implementation Timetable

Each experience includes an explanation of the activity, a self-check, and model answers to serve as feedback. The final learning experience is designed to allow application of learning in an applied setting. The module concludes with instruments which test the learner's terminal competence.

Bibliography

Vocational Education for the Handicapped: Resource Guide to Federal Regulations

Halloran, William et al. 1978

Type of Media Resource Guide

Cost Range $1-$5

Descriptors Exemplary programs, grant writing and funding, handicapped, IEP development, legislation, personnel development, resource guides, vocational guidance

User

Counselor
Educator
Administrator

Source

Publications Distribution Center, Texas Education Agency, 201 East 11 Street, Austin, TX 78701

267 pages

Annotation

Provided is a general description in "lay" terms of the following:

- The Rehabilitation Act of 1973 (P.L. 94-112), Section 504.
- The Education of the Handicapped Act: Part B, as amended by the Education for All Handicapped Children Act of 1975 (P.L. 94-142): Part 121a, Subparts A through G.
- The Vocational Education Act of 1963, as amended by the Educational Amendments of 1976 (P.L. 94-482): Part A, Subparts 1 through 4; Part B, Subparts 1 through 5.

A section includes a comparison of how these laws apply to:

- Definition of Handicapped
- Definition of Special Education
- National, State, & Local Advisory Councils
- Least Restrictive Alternatives
- Individual Education Programs
- Vocational Guidance & Counseling
- Personnel Development
- Standards of the State Education Agency
- Funding
- Exemplary and Innovative Programs

The appendix includes copies of pertinent rules and regulations for each law.

Bibliography

A Teacher's Handbook on Career Education for Students with Special Needs: Grades K-12

Bailey, Larry J. 1977

Type of Media

Handbook

Cost Range

< $1 MF
$15-$20 HC

Descriptors

Career preparation, curriculum materials, hearing impaired, organizations and services (directories), parent counseling/involvement, physically impaired

User

Educator

Source

Illinois State Office of Education, 100 North First St.,
Springfield, IL 62777
ED 144 319, 290 pages

Annotation

The handbook is designed to move teachers in the direction of developing competencies in planning, organizing, and conducting career education learning activities for students with special needs. The first chapter on special education in Illinois reviews the context in which the handbook was developed. Chapter II is devoted to the emergence of career education as a major, national educational priority. Career education and career development definitions are provided; and the purpose, goals, and objectives at the primary and intermediate levels are presented in Chapter III.

Discussed in Chapter IV are the characteristics of three groups (visually, hearing, and physically impaired) of children and comments on certain implications for career education. Chapter V identifies the types of available information and provides for access to resources and agencies which produce and provide career education materials and services. Chapter VI demonstrates how career education goals and objectives and career education materials can be merged in planning and developing instructional lessons and units.

A final chapter discusses the role of the parent in career development and suggests ways in which the home/school relationship can be enhanced. Appendixes (which make up a major part of the document) include sample unit and lesson plan forms, representative lesson plans developed by field-test teachers, and a taxonomy of commercial instructional materials for career education--Grades K through 12.

Bibliography

Dimensions of Vocational Education to Serve Special Needs Persons

Macer, Richard A. and James J. Buffer, Jr. 1978

Type of Media Handbook

Cost Range $1-$5

Descriptors Achievement tests, inservice training, instructional management, preservice training, vocational education, vocational evaluation

User Educator

Source Richard A. Macer, Vocational Education, Special Needs Service, Ohio Department of Education, Division of Vocational Education, 907 Ohio Departments Bldg., Columbus OH 43215 97 pages

Annotation

This resource provides an overview of some of the issues, concepts, methodologies, and strategies in serving special needs students. The following topics are included:

1) The need for vocational education for learners with special needs
2) Preservice and inservice training
3) Team and cooperative approaches
4) Establishing and evaluating goals for students
5) The unique needs of handicapped learners
6) Vocational assessment for program placement
7) Structuring programs
8) Instructional techniques and methods
9) Evaluating student performance

Bibliography

Myths and Misunderstandings About People with Handicapping Conditions

Rayder, N. et al. 1978

Type of Media

Interview Results

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Attitudes, handicapped

User

Educator
Counselor
Administrator

Source

Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103
ED 175 209, 31 pages

Annotation

Interviews with six disabled individuals from the Center for Independent Living in Berkeley, California, are presented to explore myths and misunderstandings about handicapped persons. The indiviudals, who are partially sighted, physically disabled, and cerebral palsied, discuss their experiences growing up with a disability--attending school, coping with family and friends' reactions, and adjusting to social attitudes.

Suggestions are made for helping to demystify disability for young nonhandicapped children.

Bibliography

It's About Time (Various Disabilities) Came Out in the Open Series

Wisconsin Vocational Studies Center 1976-77

Type of Media

Pamphlet series

Cost Range

$1-$5/pamphlet

Descriptors

Emotionally disturbed, hearing impaired, instructional management, physically impaired, visually impaired

User

Educator
Counselor

Source

Publications Unit, Room 342, Wisconsin Vocational Studies Center, University of Wisconsin, 321 Education Building, Box 49, Madison, WI 53706 608-263-4357

Annotation

A series of eight pamphlets, they are designed to bring information on handicapping conditions to vocational educators and others working with specical neeeds students.

Pamphlets include:

- Alcohol
- Drug
- Hearing
- Visual
- Emotional
- Physical, Part I (amputation, monoplegia, hemiplegia, triplegia, quadriplegia, and paraplegia)
- Physical, Part II (cerebral palsy, multiple sclerosis, muscular dystrophy, and spina bifida)
- Physical, Part III (aphasia, cystic fibrosis, and epilepsy)

Each pamphlet discusses the disability in an easy-to-understand manner and also provides suggestions to the vocational educator to assist in teaching individuals who have the disability.

Each pamphlet is 40 pages in length.

Bibliography Readings in Physically Handicapped Education

1978

Type of Media Book

Cost Range $5-$10

Descriptors Architectural barriers, career education, organizations and services (H), physically impaired

User Educator
Counselor

Source Special Learning Corp., 42 Boston Post Road, Guilford, CT 06437

Annotation

Readings in Physically Handicapped Education provides a thorough current overview of handicapping conditions and their subsequent influence on special education services.

It contains a series of articles on the following topics:

- Physical Handicaps: An Overview
- Causes and Prevention
- Educational and Occupational Services
- Barrier Free Design
- Emerging Directions

Also included are a Glossary of Terms, an appendix of Agencies and Services for Exceptional Children, and descriptions of a variety of textbooks called the Special Education Series which are available through the Special Learning Corp.

The 180 pages of enjoyable, entertaining, educational readings are extensively indexed.

Bibliography When you Have a Visually Handicapped Child in Your Classroom: Suggestions for Teachers

Corn, Anne Lesley, and Iris Martinez 1978

Type of Media Booklet

Cost Range Free

Descriptors Adaptive equipment (instructional), bibliographies, mainstreaming, myths, organizations and services (H), visually impaired

User Educator

Source American Foundation for the Blind, 15 West 16 Street, New York, NY 10011

28 pages

Annotation

This booklet has been written primarily for the regular classroom teacher who will be offering instruction to a child who has a visual handicap. Other groups to whom this material is addressed include: parents, administrators, student teachers, school nurses, and doctors.

Contents include:

- Part I--The Visually Handicapped Child in Class: How can I help the visually handicapped child feel comfortable in my classroom? How will the visually handicapped child get around the classroom and school? What special devices will the visually handicapped child use? How will the visually handicapped child manage in activities outside the classroom? What additional skills, materials, or assistance does the visually handicapped child receive from the resource or itinerant teacher?
- Part II--Related Topics of Interest: What additional services can the resource or itinerant teacher provide for the school? What should I look for in other children to determine if there could be an eye problem? What are some common misconceptions about vision?
- Appendices--Who are the professionals who work with the visually handicapped? What are some common visual impairments? What are some organizations of interest to a teacher?
- Bibliography

Bibliography Understanding Braille

1970

Type of Media Pamphlet

Cost Range Free

Descriptors Communication skills, visually impaired

User
Educator
Counselor
Administrator

Source American Foundation for the Blind, 15 West 16 Street,
New York, NY 10011

Annotation

Braille is a major form of communication for visually handicapped individuals; however, few nondisabled individuals understand its use. This is the primary purpose of the pamphlet.

The contents include:

- What is braille?
- How did it start?
- What other raised-dot systems have been tried?
- How is braille read?
- Is braille a type of shorthand?
- What are grades of braille?
- How is braille written?
- Who produces braille?
- Who reads braille?
- Why is braille so important to blind people?

The braille alphabet in raised form is included.

Bibliography	Vocational Preparation of Retarded Citizens Brolin, Donn E. 1976
Type of Media	Text
Cost Range	$10-$25
Descriptors	Career experience, mentally retarded, placement, program evaluation, rehabilitation services, vocational education models and programs, vocational guidance
User	Educator Counselor
Source	Charles E. Merrill Publishing Co., 1300 Alum Creek Drive, Columbus, OH 43216 614-258-8441

Annotation

This text was written to assist the teacher and other professionals who are involved in the vocational preparation of retarded citizens. The book includes:

- Part I--Basic Background: The nature of mental retardation, development of a work personality, vocational adjustment of retarded, vocational services for the retarded.
- Part II--Techniques of Vocational Preparation: Vocational counseling, vocational evaluation (clinical assessment), vocational evaluation (work evaluation), vocational evaluation (job tryouts), vocational training, job placement and follow-up.
- Part III--Program Models and Evaluation: A secondary EMR program model, a post-secondary rehabilitation program model, and program evaluation.

This text incorporates a number of services provided to the retarded citizen, including vocational education, special education, and vocational rehabilitation.

Bibliography

Teaching Educable Mentally Retarded Children

Kolstoe, Oliver P. 1976

Type of Media

Book

Cost Range

$5-$10

Descriptors

Behavior management, communication skills, mentally retarded, services and organizations (H), social skills, vocational education, work related competencies

User

Educator
Counselor

Source

Holt, Rinehart and Winston, Inc., 383 Madison Avenue,
New York, NY 10017 212-688-9100

Annotation

This book discusses a conceptualization of the condition which combines a neurophysiological theory with a behavioral theory in order to secure a consistent frame of reference for teachers to use. It then ties methods and materials to specific behavioral outcomes consistent with the goal of developing an adult who has acceptable skills for work and independent living.

Part I--Objectives and Organization

Chapter 1--The Learner (The nature of mental retardation; toward a clarification of the concept of mental retardation; characteristics of the mentally retarded; theories of mental retardation; principles of presentation)

Chapter 2--The Objectives (Need for intervention; goals of education; the program; instructional outcomes; preschool program; primary program; intermediate program; prevocational program; vocational program; book plan)

Chapter 3--The Organization (Program delivery; identification; diagnosis; services assignment; grouping for services; instructional methods; individual programs of instruction; learning paradigm)

Part II--Methods and Materials

Chapter 4--Communication Skills (Oral communication; listening skills; written communications; reading; developmental approaches)

Chapter 5--Arithmetic Skills (Arithmetic facts and processes; money; time; measurement; teaching arithmetic; teaching money; teaching time; teaching measurement; arithmetic diagnosis)

Chapter 6--Social Competencies (The self; in the school; the home, neighborhood, and community; teaching social competencies)

Chapter 7--Motor Skills and Recreation (Motor skills; motor and recreational skills, teaching mobility; recreation)

Chapter 8--Esthetics (Art; outcomes; music; implementing art and music)

Chapter 9--Health and Safety (Teaching health; safety; teaching safety)

Chapter 10--Vocational Competencies (Initial work experiences; work tryout; permanent placement; analysis of occupation and job finding; developing the individual for occupational placement and job retention)

Part III--Units of Instruction

Chapter 11--Preschool, Primary, and Intermediate Units of Instruction (Preschool level--the home; primary level--the neighborhood; intermediate level--city, region, state)

Chapter 12--Prevocational and Vocational Units (Prevocational level, vocational level)

Part IV--Summary

Chapter 13--Summary and Projection

Appendix--Instructional Outcomes of the Educable Mentally Retarded (Includes a comprehensive list of specific competencies to be attained)

Bibliography

Educable Mentally Retarded--Career Education: A Selective Bibliography (Exceptional Child Bibliography Series No. 682)
1976

Type of Media

Bibliography

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Mentally retarded, resource guides and bibliographies

User

Educator
Counselor

Source

Council for Exceptional Children, Information Services and Publications, 1920 Association Drive, Reston VA 22091
703-620-3660 ED 129 019, 20 pages

Annotation

The annotated bibliography on Educable Mentally Retarded--Career Education contains approximately 75 abstracts and associated indexing information for documents or journal articles published from 1970 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field.

Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service.

Bibliography Career Education Programs for Educable Mentally Retarded. Info-Pak, Selected Readings

Type of Media Packet

Cost Range < $1 MF
$1-$5 HC

Descriptors Career awareness and opportunities, career education, daily living skills, health occupations, mentally retarded, social skills, work study

User Educator

Source Regional Instructional Materials Center for Handicapped Children and Youth, Michigan State University, East Lansing, MI 48823 ED 083 754

Annotation

The information packet contains six abridged readings on career education programs for educable mentally retarded (EMR) adolescents and young adults.

A driver training program is discussed which serves special needs of EMR students and is based on the premise that travel independence provides more vocational opportunity. A guidebook presents facts about EMR persons for employers, personnel directors, and vocational rehabilitation people. Recommended for teachers is use of the sociodrama in high school training programs to enable EMR students to acquire social concepts and skills for later job adjustment. Described for teachers of EMR students are special needs of students, available opportunities in the health service industry, and teaching methods that may resolve training problems.

It is recommended that high school work study programs provide a center for each type of training and combine academic knowledge with skill training. Cooperation between vocational and special education teachers is sought for a new job cluster program for handicapped persons.

Bibliography

Career Education for Special Populations. Monographs on Career Education

Hoyt, Kenneth 1976

Type of Media

Monograph

Cost Range

<$1 U.S. GPO
<$1 MF
$1-$5 HC

Descriptors

Career preparation, career experience, career testing and assessment, decision making skills, economically disadvantaged, handicapped, hiring the handicapped

User

Educator
Counselor

Source

Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20000
ED 132 428, 26 pages

Annotation

The three papers included in this monograph represent attempts on the part of the Office of Career Education to face the need for improving delivery of career education to special portions of the population. The first paper, "Career Education for Minority and Low-Income Persons," states that for this segment of the population, career education has been a matter of over-promise and under-delivery. Promises and problems are discussed in three categories: (1) conceptual assumptions of career education, (2) process assumptions of career development, and (3) programmatic assumptions of career education.

The second paper, "Career Education for Gifted and Talented Persons," discusses some of the special problems involved in developing career education programs for gifted and talented students, such as career decision making, the development of talent, and work experience.

In the third paper, "Career Education and the Handicapped Person," statistical predictions concerning underemployment and unemployment of handicapped high school graduates during the next four years are cited to emphasize the need for making career education opportunities available. Stressed as particularly relevant for the handicapped are basic career education principles such as the right to choose from a wide range of personally meaningful work opportunities and emphasis on accomplishments and discovery of an individual's talents rather than his/her limitations.

Bibliography

Expanding Options for Handicapped Persons Receiving Vocational Education

1976

Type of Media

Monograph

Cost Range

<$1 MF
$10-$15 HC

Descriptors

Grant writing and funding, measurement and evaluation, parent counseling/involvement, personnel development, placement, student-oriented skills

User

Educator
Counselor
Administrator

Source

State Dep't of Education, Bureau of Vocational, Technical, and Adult Education, 1900 Washington Street East,
Charleston, WV 25305
ED 114 334, 231 pages

Annotation

Resulting from a West Virginia training institute, the document provides guidelines (in outline form) for stimulating change in vocational education for handicapped students at the secondary level.

Section I on the operational world provides a basis for developing sound organization needed for proper implementation of the guidelines. Steps geared toward national and regional, state agencies, district and community, and secondary school personnel cover the areas of funding power, personnel development, program development, and Local Education Agency plan writing and accountability.

A second section focusing on the student world offers guidelines for due process procedures, parent participation, confidentiality of data, and module review relating to identification and referral, assessment and individual plan modules, placement and program modules, and monitoring and evaluation modules.

Section III on the training world gives information on curricula content, available materials, teaching methods, and training environments for career preparation, formal studies, skill development, and work adjustment.

In a final section on the work world, steps related to research resources, pre-inservice training, network integration, and outcome guarantees are explained for job marketing, job development, job placement, and job follow-up. Appended are a training manual, directory of contributors, data from the institute evaluation, and a sample institute certificate.

Bibliography

To Serve Those Who Are Handicapped: Procedures and Format to Implement a Model Career Education Program for the Handicapped

Szoke, Claire Olson and Sharon Fest 1975

Type of Media

Handbook/Notebook

Cost Range

$5-$10

Descriptors

Career/vocational education, employment opportunities/placement, guidance and counseling, inservice training, resource guide, staff development, personnel development

User

Administrator
Counselor
Educator

Source

Rebecca Douglass, East Central Curriculum Management Center, Illinois Office of Education, 100 N. First St., Springfield, IL 62777 546 pages

Annotation

Procedures and activities are provided to help local education agencies develop career oriented and vocational programs and services for mentally and physically handicapped students. The twelve sections include:

- Procedures for identifying and recruiting the population to be served
- Establish an organizational structure and policy guidelines to plan and implement a career education program for handicapped students
- Procedures for staff selection and inservice training
- Develop policies and procedures for the implementation of counseling
- Develop policies and procedures to implement a structured program of vocational assessment
- Procedures for developing an orientation to the world of work curriculum
- Procedures for implementing vocational skill training programming for special needs students
- Develop guidelines for the implementation of a job observation program at both the junior and senior high school levels
- Procedures for developing a prevocational laboratory
- Procedures for developing work experience and cooperative education programs for handicapped students
- Procedures for developing placement services for the handicapped.

Bibliography

Challenging Barriers to Change: Attitudes Towards the Disabled

Yuker, Harold E. and Richard J. Block 1979

Type of Media

Booklet

Cost Range

$1-$5

Descriptors

Attitudes, handicapped

User

Educator, Counselor, Administrator

Source

Human Resources Center, I.U. Willets Road, Albertson,
NY 11507
66 pages

Annotation

The purpose of this publication is to create an awareness of the attitudinal barriers which confront disabled persons in hopes of changing and eradicating these barriers.

Contents include:

1) Attitudes as Barriers
2) Attitudes Toward the Disabled in General
3) Results of the Mini Research
4) Attitudes Toward Specific Disability Groups
5) Correlates of Negative Attitudes
6) Changing Attitudes
7) Attitudes Towards Disabled Persons Scale (Form 0)

Bibliography

Attitudinal Barriers to Responsive Vocational Education for Handicapped Students. Information Paper No. 161

Brant, Lynn 1979

Type of Media Study Review

Cost Range
<$1 MF
$1-$5 HC

Descriptors Attitudes, handicapped

User
Educator
Administrator
Counselor

Source
National Center for Research in Vocational Education,
The Ohio State University, 1960 Kenny Road, Columbus,
OH 43210 ED 174 815, 46 pages

Annotation

A study was conducted to review and synthesize the research literature dealing with attitudes toward handicapped persons in educational settings. The aim was to identify the conditions existing in vocational education which lessen receptivity on the part of teachers, counselors, and local administrators toward handicapped students entering programs.

It was found that negative attitudes contain cognitive and affective dimensions which may be manifested differently. It was also found that the most effective intervention strategies which may be aimed at those attitude dimensions are information approaches and social contact approaches, respectively. Further, it is probably the affective dimensions of negative attitudes toward the handicapped that are most fundamental. The design of social contact interventions appears to have much potential for attitudinal change.

Bibliography

Serving New Populations. New Directions for Community Colleges, Number 27

Walsh, Patricia Ann, ed. 1979

Type of Media

Essays

Cost Range

<$1 MF
$1-$5 HC

Descriptors

College and university programs, handicapped, hearing impaired, resource guide

User

Educator
Administrator

Source

Jossey-Bass, Inc., Publishers, 433 California St.,
San Francisco, CA 94104
ED 175 520, 114 pages

Annotation

Improving the responsiveness of community colleges to the needs of nontraditional students is the topic of 14 essays, grouped into sections focusing on older adults, the handicapped, and women. David Demko describes a program designed to integrate older adults into a community college's service population. Jared Sharon provides guidelines for instituting an Emeritus college. James Bellis and Lawrence Poole describe the development and operation of a multidisciplinary center for gerontology. The use of a consortium approach to delivering educational opportunities to senior adults is discussed by Josephine Knight. A section on community college education for the handicapped begins with Barbara Reid's outline of the steps involved in implementing a comprehensive program. Costas Boukouvalas and Melvin Gay consider the provision of services to the hearing-impaired. Grace Hodgson describes the role of paraprofessionals in working with handicapped individuals. Virginia Lockhart, Alison Caughman, Shirley Woodie and Mary Bauer, Anne Stewart, Maxwell King and Muriel Elledge-Heimer, and Patricia Walsh contribute articles to the section on programs designed for women. Issues under consideration include: Reentry Education, Nontraditional Careers, Special Needs of Rural Women, Equity, Innovative Delivery Systems, and Directions for the Future.

An ERIC review of sources and information concludes the monograph.

Bibliography

Career Education: The Policies and Priorities of Businesses, Organizations and Agencies (Report No. 120)

Ahmann, Nancy Cain 1979

Type of Media

Booklet/Report

Cost Range

Free

Descriptors

Community resources and involvement, employment, trends and general overview

User

Educator
Counselor
Administrator

Source

Career Education Project, Education Commission of the States, Suite 300, 1860 Lincoln St., Denver, CO 80295 303-861-4917 26 pages

Annotation

This publication is primarily directed at individuals within organizations and agencies, both private and public, who have developed a commitment to the concept of career education and who wish to develop new or strengthened policy positions reflecting that commitment.

The information in this report shows a wide range of business/industry, labor, education, and government organizations who have endorsed career education as a way of preparing today's students to become active and productive participants in tomorrow's society.

The report contains samples of formal position statements as well as an analysis of the trends and priorities of different groupings in public and private sectors.

Bibliography

Some Considerations for Career Education of Exceptional Students

McGivern, Patrick 1976

Type of Media

Monograph

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Career preparation, community resources and involvement, decision making skills, on-the-job training, parent counseling/involvement, self-concept and self-awareness

User

Educator
Counselor

Source

(Available through ERIC only.)
ED 156 868

Annotation

Career educators have the awesome responsibility to provide realistic, practical, and effective preparation for the exceptional population to work in a world where all the opportunities and advantages of our society can be available to them in spite of disabling characteristics. On-the-job exploration or some kind of involvement with one who has a similar handicap helps the student to see that others with similar problems have succeeded. This experience can often be a source of great inspiration and can provide the exceptional student with the necessary fortitude to develop realistic career goals. Involvement of the child's parents/family/friends may also encourage mature career decision-making as well.

The crises surrounding one's search for identity during the teenage years is much more difficult for exceptional students, many of whom may not even have reached the level of development where they must confront the task of integrating the idea of a severe limitation into their self-concepts. Thus, the identity search is a longer, more difficult process and presents a strong argument for the early development of career education for exceptional children.

In addition to developing a good self-concept and settling upon an identity, exceptional children must prepare for the prejudices they will encounter in all areas of society and especially in the work world. However, not only must the student do the preparation, the general public and business personnel department must be informed about the responsible and often superior performance of the handicapped to counteract the practice of finding loopholes around legislation for the handicapped.

Bibliography

Colloquium Series on Career Education for Handicapped Adolescents

Office of Education 1976

Type of Media

Monograph Series

Cost Range

<$1 MF
$5-$10 HC

Descriptors

Career awareness, career education, career exploration, curriculum materials, employment, inservice training, mentally retarded, preservice training

User

Counselor
Teacher

Source

Department of Education, Purdue University, Lafayette, IN 47907
ED 143 791, 115 pages

Annotation

Texts from videotaped presentations which were part of the project "Interactive Television Colloquium Series on Career Education for Handicapped Adolescents" are presented in this document. (The project focused on responding to the need for preservice and inservice training for those individuals who are responsible for preparing handicapped students--particularly mentally handicapped--for meaningful employment).

The first two presentations, titled "Career Education: Where We Came From, Where We Are, and Where We Should be Going" and "Developing Career Awareness: The Foundation of a Career Education Program" are by Oliver P. Kolstoe. The first presentation discusses the development of career education for the handicapped from a historical perspective. The future of secondary programs for the mentally retarded is also covered. The second presentation serves to provide the special education teacher with ideas about programs and curricular materials to enhance career awareness. A number of commercial materials are described in detail.

The third presentation, "Career Exploration: An Integral Part of the Career Education Program" by Gary M. Clark, discusses various aspects of career exploration for the handicapped adolescent. The final presentation, "Preparing the Handicapped for Gainful Employment" by Fount G. Warren, focuses on the shortcomings of typical secondary school programs for the mentally retarded.

Bibliography

Colloquium Series on Career Education for Handicapped Adolescents

Office of Education 1977

Type of Media

Monograph Series

Cost Range

<$1 MF
$5-$10 HC

Descriptors

Guidance and counseling, instructional management, measurement and evaluation, mentally retarded, on-the-job training, placement

User

Counselor
Teacher

Source

Department of Education, Purdue University, Lafayette, IN 47907
ED 143 790, 147 pages

Annotation

This second series of presentations was designed as a sequel to the first, which established the foundations for career education relative to adolescents with handicapping conditions, particularly mental handicaps. This series, consisting of five separate papers, begins with the sequence of steps that follow from that base; i.e., classroom practices, counseling and evaluation, job placement, and training on the job.

"Career Education in the Classroom" by Nancy Pollard takes some of the broad elements of career education and makes specific suggestions for their implementation in the classroom. "Career Counseling for Handicapped Persons" by Paul R. Salomone relates the theoretical underpinnings of career counseling to the particular needs of the handicapped person. "Prevocational Evaluation of the Handicapped Adolescent" by Gary M. Clark systematically analyzes various prevocational evaluation approaches (mental testing, job analysis, work sample, and situational assessment) and suggests concurrent cautions, limitations, and advantages in their use.

"Job Placement: How to Approach Employers" by James S. Payne deals with the issue of job placement and includes recommendations for the analysis of job sites, employers, and "sales" techniques. "On the Job Training" by Joan Gozali concludes with a synthesis of one's relationship to the world of work and implications for placement and growth through conflict in productive activity.

Bibliography

Career Education for Deaf Students: An In-Service Leaders' Guide

Munson, Harold L. et al. 1975

Type of Media

Guide

Cost Range

< $1 MF
$10-$15 HC

Descriptors

Curriculum--guides, activities, resources; hearing impaired; inservice training; self-concept and self-awareness; work attitudes

User

Educator
Counselor
Administrator

Source

College of Education, University of Rochester, Rochester, NY 14627
ED 127 769, 208 pages

Annotation

Presented is the leader's guide developed as part of a three-year project to generate career education activities involving classroom teachers and career education materials for use with deaf secondary level students.

Part I, on a career education program model, provides information on the program rationale (including various program channels), administrative considerations (including commitments, priorities, and operational considerations), objectives of career education (concerning both student attitudes and competencies), and program activities and materials.

Considered in Part II, on the career education inservice program, are inservice program procedures, materials, and evaluation. Ten lesson plans for the inservice sessions are provided which cover such topics as career insights and self-awareness gaming, learning the gaming techniques, and clarifying work attitudes and values. Over half of the guide consists of appendixes which provide detailed lists of inservice session objectives, scripts for slide audiovisual materials, and exercises.

Bibliography

Team Leadership Training in Vocational Special Needs: Proceedings of the Third Annual Texas Statewide Conference on Vocational Special Needs
1979

Type of Media

Conference Report

Cost Range

Free

Descriptors

Architectural barriers, attitudes, behavior management, instructional management, multiple handicapped, vocational education/programming, vocational evaluation

User

Educator
Counselor
Administrator

Source

Linda H. Parrish, Coordinator, Vocational Special Needs Program, College of Education, Texas A & M University, College Station, TX 77843
329 pages

Annotation

This thorough account of the conference held in April, 1979, contains scripts of 8 featured presentations and 36 mini-session reports. Some of the specific topics included are:

- The Vocational Preparation of the Severely Disabled
- Career Education and Vocational Education: Necessary Partners in Lifelong Career Development for Handicapped Children, Youth, and Adults
- A Functional Approach to Dealing with Behavior Problems in Vocational Settings
- Modifying Vocational Curriculum for Handicapped Students
- Special Educators: A Resource
- The Safety of Special Needs Students
- Vocational Evaluation for Handicapped Students
- Teaching Distributive Education to Handicapped Students
- Teaching Handicapped Students in General Mechanical Repair
- Challenging the Status Quo: Handicapped Students and Auto Mechanics
- Serving the Special Needs Learner in Welding Class
- Teaching Special Needs Learners in Vocational and Prevocational Programs

- Food and Clothing Services for Handicapped Students
- Minimizing Handicaps in Vocational Homemaking
- Are You Barrier Free?
- Relating to Handicapped Students
- Nine Special Techniques for the Instruction of the Handicapped in Vocational Education Classes
- Altering Attitudes Toward the Handicapped
- Motivational Characteristics of Handicapping Conditions

Bibliography

Journal of Career Education 5.1
Focus on the Relationship of Career Education to
Special Education
September, 1978

Type of Media

Journal

Cost Range

$1-$5

Descriptors

Attitudes, career education, legislation, mainstreaming, parent counseling

User

Educator
Counselor
Administrator

Source

Journal of Career Education, 111 Education Bldg.,
University of Missouri-Columbia, Columbia, MO 65211

Annotation

Articles include:

- "Career Education and Mainstreaming" by Maynard C. Reynolds.
- "Can We Go Back to the Basics in the Mainstream with Career Education for the Handicapped?" by Robert C. Snider.
- "Beyond Traditional Career Stereotyping" by Sharon A. Davis and Frederick J. Weintraub.
- "The Logic and the Law for Parent Participation in the Education of Handicapped Students" by Alan Abeson.
- "Mainstreaming" by Joyce Harrison and Dennis Phillips.
- "P.L. 94-142 and Vocational Education: A Parallel, Picture, and Prophecy" by Barrie P. May and others.

Bibliography

Journal of Career Education. 3.3
Special Issue on Career Education for the Handicapped
1977

Type of Media

Journal

Cost Range

$1-$5

Descriptors

Community resources and involvement, inservice training, legislation, preservice training, staff development, work related competencies

User

Educator
Counselor
Administrator

Source

Journal of Career Education, 111 Education Bldg.,
University of Missouri, Columbia, MO 65211
ED 156 720-724

Annotation

Articles of particular interest include:

- "Special Education's Role in Career Education" by C. Kokaska and O. P. Kolstoe--Discusses various aspects/activities of career education for the handicapped: 1) legislation (P.L. 94-142), with emphasis on career education, 2) issues surrounding the implementation of career education, 3) four exemplary programs, and 4) vocationally related activities for the handicapped fostered by various organizations.
- "Personnel Preparation for Career Education of Handicapped Students" by Donn E. Brolin and others--Emphasizes that appropriate redirecting of traditional teacher/counselor roles and greater involvement from parents, community agencies and industries is needed to meet the career education needs of handicapped students. Discusses preservice and inservice training, describes an inservice model (four-day workshop), and outlines a career education plan and appropriate evaluation procedures.
- "Some Policies and Practices in the Federal Sector Concerning Career Education for the Handicapped" by Mel Appell--Reference is made to a variety of policy statements and some practices in the general area of career education for the handicapped. Suggests the need for a total program in career education for the handicapped based on the attainment of specific vocational skills and various important coping skills.

Bibliography

Career Education Quarterly. 1977, 11(4).
Special Issue: Special Needs Students

Type of Media

Journal

Cost Range

$1-$5

Descriptors

Career awareness and opportunities, job development, models and programs in career and vocational education, student oriented skills, work related competencies

User

Educator

Source

Career Education Quarterly, School of Education, Room
1502, 765 Commonwealth Avenue, Boston, MA 02215

Annotation

Articles:

- A Career Accessibility Model for Special Needs Individuals - J. O. Post, Jr., and V. J. Petzy. Outlines the Career Accessibility Model (CAM), a two-year developmental research project funded under a Field Initiated Studies Grant (#G0070547) from the Bureau of Education for the Handicapped. The project focuses on a two-part research problem:

  (1) Can career opportunities for the handicapped be developed in a systematic way?

  (2) How will the information produced by such a process impact on school's efforts in career education for the handicapped?

  There are two main goals for the project:

  (1) To develop and implement a systematic job development process in ten companies with national markets in the Marketing and Distribution cluster.

  (2) To pilot test the utilization of job development information with EMR populations in a variety of school settings in Massachusetts and New Jersey.

- Project DECIDE: A Career Exploration Program - F. C. Farinella. Discusses Darmstadt Enterprises for Career and Individual Development (DECIDE), an educational program based in an environment similar to a small, diversified business enterprise.

- Orange Unified School District's Special Education Career and Vocational Program - J. Gibson and A. L. Lazar. Had long range goal of providing a means to access successful vocational training which would provide continuing employment after high school graduation. The overall goals of the program include:

(1) Educational Awareness

(2) Appreciation and Attitudes

(3) Career Awareness

(4) Employability Skills

(5) Self-Awareness

(6) Decision Making

(7) Skill Awareness

(8) Economic Awareness

- Experienced Based Career Education: Innovative Application for the Handicapped - R. N. Ianacone and M. V. Sigmond. Describes a grant awarded to the Arlington Public Schools in 1977 by the U. S. Office of Education to develop and implement an Experience-Based Career Education Program for Handicapped Senior High Students (EBCE). The major goal of the Arlington EBCE project is to develop a program based on modifications and adaptations of the Appalachia Educational Laboratory (AEL) Model.

Bibliography

Individually Prescribed Program of Instruction for Pupils Who Are Orthopedically Handicapped

Fusco, Carol B. 1977

Type of Media

Manual

Cost Range

<$1 MF
$25-$35 HC

Descriptors

Adaptive equipment, curriculum materials, IEP development, measurement and evaluation, physically impaired, resource guides and bibliographies

User

Educator

Source

South Carolina State Department of Education, Office of Programs for the Handicapped, Rutledge Office Building, 1429 Senate St., Columbia SC 29201 ED 140 558. 451 pages

Annotation

Intended for teachers of the orthopedically handicapped, the document provides the framework and resource from which to implement individualized education programs (IEPs). The first two sections cover the rationale for IEPs, definitions of levels of orthopedic handicaps, and program goals.

The bulk of the document consists of IEP activities in the following areas: language arts, mathematics, social studies, science, sensory experiences, creative arts, prevocational/vocational, adapted physical education, self-help/self-concept, life experiences, and leisure time activities. Activities for each area are presented in table form with information which includes developmental level (primary, intermediate, secondary); degree of physical handicap (moderate, severe); behavioral objectives; enabling activities; facilities/materials/equipment modifications/adaptations; and materials and references.

Additional sections address the topics of task analysis, communication boards, pupil development assessment, and teaching aids. Also provided is a 24-entry bibliography.

Bibliography

Educating Exceptional Children, 2d ed.

Kirk, Samual A. 1972

Type of Media Text

Cost Range $10-$25

Descriptors Behavior disordered, hearing impaired, learning disabled, mentally retarded, organizations and services (D/H), other health impaired, physically impaired, speech impaired

User Educator

Source Houghton Mifflin Company, Wayside Road, Burlington, MA 01803 617-272-1500

Annotation

This text is intended to be the basis for an introductory course in the education of exceptional children. It develops and demonstrates the concept of intraindividual differences or discrepancies in growth within the exceptional child with applications to educational practices.

Chapter topics include:

- Intraindividual differences: Discrepancies in growth and development
- Specific learning disabilities
- Speech-handicapped children
- The intellectually gifted child
- Children with low intelligence
- The educable mentally retarded child
- The trainable mentally retarded child
- Children with auditory handicaps
- Educating deaf and hard of hearing children
- Neurologic, orthopedic, and other health impairments
- Children with behavior disorders
- Administrative organizations

Bibliography

Improving Vocational Education Services for Handicapped Students. Final Report

Weisgerber, R. A. and C. A. Smith 1977

Type of Media

Report

Cost Range

< $1 MF
$1-$5 HC

Descriptors

Attitudes, handicapping conditions information, personnel development, work related competencies

User

Administrator
Educator

Source

American Institutes for Research in the Behavioral Sciences, Palo Alto, CA 94300
ED 142 774, 45 pages

Annotation

This project was designed to develop a comprehensive set of instructional materials for use in the training of vocational educators who will be instructing handicapped students as part of their regular classes.

These materials convey information at various levels of specificity including:

1) A general understanding of the attitudes, problems, and concerns which affect the handicapped group
2) An awareness of the needs arising from selected types of disabilities and impairments
3) A strategy for use when planning education for a handicapped student

Priorities for content in the resulting seven modules of instruction were established cooperatively with an advisory panel and were developed in cooperation with consultants knowledgeable in the various handicapping conditions. Overall, the modules were found to meet or surpass the evaluator's expectations in terms of providing information on five main ideas:

1) Rights and entitlements
2) Attitudes toward the handicapped
3) Information about different handicapping conditions
4) Training the handicapped for competitive employment
5) Helping a particular handicapped student

Bibliography

Development of Prevocational Training for Deaf/Blind

Caples, Jeff D. et al. 1977

Type of Media

Report

Cost Range

<$1 MF
$25-$35 HC

Descriptors

Communication skills, curriculum materials, multiple handicapped, organizations and services (directories), program evaluation, personnel development, social skills

User

Educator

Source

Texas Education Agency, Department of Occupational Education and Technology, 201 East 11 Street, Austin, TX 78701 ED 143 821 535 pages

Annotation

Based on the assumption that visual and auditory impairments are frequently accompanied by limited communication and social skills which are necessary for vocational success, this document reports a study on the development of prevocational training programs for the deaf and blind. The report first defines the needs of this special population and how the data were obtained. The establishment of an interagency collaboration to evaluate the project activities and provide additional information is then described. The development, implementation, and evaluation of both the staff training program and the parent training program are also presented.

The major portion of this document reports the development, implementation, and evaluation of the project curriculum. An equipment list, information sources list, and glossary are included.

Bibliography

The Paraprofessional in Vocational Education Programs for Disadvantaged and Handicapped Students

Dean, Marshall A. 1977

Type of Media Monograph

Cost Range <$1 MF
$1-$5 HC

Descriptors Disadvantaged, handicapped, mainstreaming, paraprofessionals

User
Educator
Counselor
Administrator

Source Link Educational Labs, P.O. Box 25, Hope Hull, AL 36403
ED 143 859, 32 pages

Annotation

How paraprofessionals in vocational education programs for the disadvantaged and handicapped are being selected, trained, paid, and utilized is the major focus of the study presented in this document. The need for paraprofessionals' help and the use of the paraprofessionals' time in serving handicapped students is discussed first. Then the barriers which prohibit or limit the use of paraprofessionals are presented.

Examples of inservice education programs for paraprofessionals in vocational education settings for handicapped and disadvantaged students are included. A discussion of the factors adding impetus to the increased use of paraprofessionals precedes the author's conclusions.

Two major conclusions are stated: The paraprofessional is becoming an important member of the teaching staff and will be employed in even greater numbers in the years ahead; and both professionals and paraprofessionals must learn to work together.

Finally, based on the finding that training for mainstreaming has been inadequate, the author outlines six features to be included in a new inservice training model designed on a team learning concept. Seven summary statements of the research findings conclude the report.

Bibliography

Instructional Development for Special Needs Learners: An Inservice Resource Guide

Phelps, L. Allen 1977

Type of Media

Guide

Cost Range

<$1 MF
$15-$20 HC

Descriptors

Evaluating staff development programs, inservice training, instructional management, program evaluation, resource guides and bibliographies, vocational education

User

Educator
Counselor

Source

Department of Vocational and Technical Education,
University of Illinois, Urbana, IL 61801
ED 133 940, 334 pages

Annotation

Designed for use by teachers, coordinators, and consultants from occupational education and special education programs, the inservice guide presents a system for developing and managing instruction for secondary level special needs learners (students traditionally identified as handicapped or disadvantaged). Included are seven modules, each focusing upon one function in the development of instructional programs, and each including the following: (1) an introductory statement, (2) case studies describing special needs students and their teachers, (3) module goal statements, and (4) a description of the inservice experiences included in the module. Procedures for completing each inservice experience, resource materials, instructional planning forms, and completed example forms are provided for each of the 16 inservice experiences within the modules, as well as a self-evaluation checklist and resource bibliography for each module. Module topics are the following (inservice experiences are in parentheses): (1) learner identification and analysis (collecting learner identification information, developing a learner analysis profile, and developing a learning prescription), (2) cooperative instructional arrangements (developing a cooperative instructional arrangement), (3) instructional resources (developing a special needs resource inventory and establishing and/or using a special needs advisory committee), (4) cluster and content analysis (identifying career clusters and conducting a career cluster analysis), (5) instructional planning (developing instructional modules/units and sequencing instruction), (6) instructional implementation (analyzing instructional materials, providing reinforcement and feedback, modifying the learning environment, and planning and coordinating work experience programs), and (7) evaluation of learner progress (developing a learner performance profile and conducting a learner follow-up survey).

Bibliography

Writing and Stating Characteristics of Persons Who Qualify as Handicapped or Disadvantaged

Lawson, Patricia 1977

Type of Media

Monograph

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Disadvantaged, handicapped, resource guides, staff development, vocational education

User

Educator
Counselor
Administrator

Source

West Virginia Department of Occupational, Adult, and Safety Education, Marshall University, Huntington, WV 25701
ED 145 156, 24 pages

Annotation

This module is one of twelve individualized performance-based modules, each based on a major competency needed by vocational administrators for effectively administering vocational education in local education agencies. (The modules are the result of a project designed to develop and test instructional packages for use in performance-based vocational administrator education in West Virginia, but with a high level of transportability.)

The module focuses on what criteria must be examined to establish a person as handicapped or disadvantaged and sources for establishing or modifying programs for the handicapped or disadvantaged. The activities are primarily based on having the learner read a list of suggested materials and participate in a discussion or meeting related to the subject.

The following are included: introduction, terminal objective, summary of content, procedures, suggested resources (documents and a facility), pretest, posttest, learning activities, and an answer manual.

Bibliography

Special Technology for Special Children: Computers as Prostheses to Serve Communication and Autonomy in the Education of Handicapped Children

Goldenberg, E. Paul 1977

Type of Media

Report

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Hearing impaired, multiple handicapped, physically impaired, student-oriented skills, vocational education

User

Educator

Source

American Educational Research Association, New York, New York
ED 140 526, 70 pages

Annotation

Uses of the computer for communication and access to valuable educational, vocational, and recreational activities for a large class of people with serious communication problems are reviewed. Such problems as deafness, autism, and severe physical handicaps are included.

Some uses of the computer to benefit children immediately and directions for future research and development are suggested. Pilot work with ten multiply handicapped children (15 to 16 years old) is reported, indicating hope for clinicians and teachers involved in the education and rehabilitation of such children.

Bibliography

Vocational Ins and Outs for Developmental Kids

Balmer, Joann 1977

Type of Media

Monograph

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Career testing and assessment, curriculum materials, employment, mentally retarded, self-help materials, vocational education

User

Educator

Source

(Available through ERIC only) 23 pages
ED 140 536, 23 pages

Annotation

The importance of vocational education for mentally retarded students is discussed, and curriculum suggestions are offered. It is explained that tasks should focus on graduated categories of sorting, measuring, manipulating, packaging, assembling, tending, and recording. For each of the categories, information is presented on test abilities, curricular tasks, and employment possibilities.

A curriculum in self-care and social skills is outlined. The curriculum covers the following areas: language, math, personal development, future employment, and independent living.

Bibliography

Career Education for Handicapped Children and Youth

Brolin, D. E. and C. J. Kokaska 1979

Type of Media Book

Cost Range $10-$25

Descriptors Community resources/involvement, daily living skills, parent involvement, resource guides, student-oriented skills, work related competencies

User

Administrator
Counselor
Educator

Source

Charles E. Merrill Publishing Company, 1300 Alum
Creek Drive, Columbus, OH 43216 614-258-8441

Annotation

This book is written for all persons concerned with the career development of handicapped individuals--parents, teachers, counselors, administrators, rehabilitation workers, psychologists, business and industrial leaders and many others.

In part one the text reviews career services and development for a variety of handicapping conditions.

In part two, career instruction for the handicapped and life centered career education in personal-social, daily living, and occupational skills are surveyed.

In part three, strategies for planning and conducting career education programs are presented.

In part four, the ways in which community agencies, family, and businesses can assist in these programs are discussed.

Part five discusses the future of career education.

The following lists are also included:

- Selected Professional Journals Emphasizing or Containing Information on Career Education/Development
- Publishers of Commercial Materials of Career Education/Development (Selected List)
- Selected Readings: Books
- Regional Resource Centers

Bibliography

Career Education: An Exceptional Concept for The Exceptional

Worthington, Robert M. 1973

Type of Media

Monograph

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Career awareness and opportunities, career exploration, career guidance, models and programs in career education, student-oriented skills

User

Counselor
Educator

Source

Council for Exceptional Children, Publication Sales, 1920 Association Drive, Reston, VA 22091 703-620-3660
ED 091 584, 22 pages

Annotation

Career education is based on the idea that all educational experiences, curriculum instruction, and counseling should be geared to preparing each individual for a life of economic independence, personal fulfillment, and an appreciation for the dignity of work. Properly adapted, career education can increase the opportunities available for the exceptional youth and adult, as it does for all citizens.

Five levels of career education are identifiable, each with a strong emphasis on career guidance: career awareness, career orientation, occupational exploration at both the secondary and the postsecondary level, and adult and continuing education.

Equal career education for the handicapped may not be the same as for those without disabilities, for the same career education program may result in less than equal educational opportunity. Career guidance must be responsive to the needs of all in-school youth, including exceptional youth and adults.

A pamphlet entitled "Suggested Utilization of Resources and Guide for Expenditures," assists in reporting and planning programs and services for disadvantaged and handicapped persons. Special programs such as Project Career Education/Handicapped, Project Serve, and the Occupational Training Center in St. Paul help in the education and training of all so that each individual can develop the competencies of self-sufficiency, normal living, and citizenship.

Bibliography

Career Education Implications for Special Education
Career Education Monograph Series: Volume 1, Number 4.

LeVoci, James P. 1974

Type of Media

Monographs

Cost Range

<1 MF
$1-$5 HC

Descriptors

Adaptive equipment, career preparation, IEP development, measurement and evaluation, mentally retarded

User

Educator
Counselor

Source

Yonkers Career Education Project, New York, New York

ED 105 234, 14 pages

Annotation

The systematic approach to career education for special education students described in the monograph was developed by the Yonkers Career Education staff. It begins with a diagnostic evaluation of the student's capabilities and constraints on those capabilities. This approach leads to the establishment of an individualized career development program tailored to the special needs of that student.

Feedback systems for readjusting prescriptive plans are incorporated on a short-term basis through pre- and post-testing of specific activities. Long-term gains can be observed by a periodic readministration of the complete diagnostic battery. The ultimate aim of the diagnostic prescriptive plan is to provide the type of educational program that will lead to the special needs student's employability in an occupation which he prefers and in which he feels the greatest degree of self-confidence and competency.

Educational characteristics of the mentally retarded, characteristics of an educational program for the mentally retarded, and characteristics of a career education program for the mentally handicappedare outlined. Specific adaptations of a career education program to suit it to the needs of the mentally retarded are suggested.

Bibliography

Careers for Deaf People

HEW 1974

Type of Media

Report

Cost Range

Free

Descriptors

College and university programs, hearing impaired, job seeking skills, organizations and services (H), placement, vocational education

User

Counselor
Educator

Source

U. S. Department of Health, Education, and Welfare, Office of Human Development, Rehabilitation Services Administration, Washington, DC 20201 73 pages

Annotation

Proceedings from the Seventh National Forum of the Council of Organizations Serving the Deaf are reported. The theme of the Forum revolved around Careers for Deaf People.

Topics of speeches presented included:

- An Overview of Career Education by Dr. Robert E. Blum
- The Career Development of Deaf Persons
    1) "Knowledge of Careers" by Edward Rose
    2) "Building Career Skills" by Ralph H. White
- Maintenance and Mobility in Careers by Mabel Evans Cason
    1) "Job Seeking and Placement" by Victor Maguran
    2) "The Need for a Process Model of Vocational Development" by S. DiFrancesca
    3) "Trio Programs (USOE) and Gallaudet College" by Ned C. Bachus
- Retirement and Leisure by Wesley Lauritsen, L.H.D.
- The Role of the National Advisory Committee on Handicapped Children by Frank Withrow

Other Annual Forum topics have been: New Horizons on Deafness (1968), The Deaf Man and the World (1969), Legal Rights of the Deaf (1970), Medical Aspects of Deafness (1971), Perspectives in the Education of the Deaf (1972), and The Deaf Child and His Family (1973).

Bibliography	Career Education and the Handicapped Person Hoyt, Kenneth B. 1973
Type of Media	Monograph
Cost Range	<$1 MF $1-$5 HC
Descriptors	Career education, decision making skills, handicapped, hiring the handicapped
User	Educator
Source	(Available through ERIC only) ED 108 431 10 pages

Annotation

The implications of career education are considered for handicapped persons. It is explained that career education consists of all experiences for learning about work.

Basic definitions are given for "work," "career," "vocation," "occupation," "leisure" and "education." Work as a basic human need and human right is discussed; and economic, sociological and psychological reasons for working are explored.

Statistical predictions concerning underemployment and unemployment of handicapped high school graduates during the next four years are cited in order to emphasize the necessity of making career education opportunities available. Stressed as particularly relevant for the handicapped are basic career education principles such as the right to choose from among a wide range of personally meaningful work possibilities and emphasis upon accomplishment and discovery of an individual's talents rather than his/her limitations.

Bibliography

Planning and Implementing Career Education for the Special Student, with Emphasis on the Leisure Occupations

Vinton, Dennis A. et al. 1976

Type of Media Book

Cost Range

<$1 MF
$10-$15

Descriptors Behavioral objectives, career preparation, competency testing, curriculum materials, guidance and counseling, inservice training, job training programs, placement,

User Educator

Source Kentucky University, Lexington, KY 40506

ED 136 495, 266 pages

Annotation

A program of career education for exceptional students in the leisure occupations is described. The book is designed for regular and special class teachers.

Chapters 1 and 2 present information on career education principles and implementation. Chapters 3-5 deal with practical teaching concerns. Behavioral objectives are discussed, and educational objectives are listed for each phase of the career education program (awareness, orientation, exploration, and preparation phases). Chapter 4 reviews two approaches to career education: the learning center approach (with two sample units for the career awareness phase) and competency based instruction (with the samples from the career orientation and exploration phases).

Chapter 5 presents information on general considerations and career education implications of six disability areas: hearing impaired, learning disabled, mentally retarded, orthopedically handicapped and other health impaired, visually impaired, and emotionally disturbed. Chapter 6 focuses on such nonclassroom components of the model as counseling, work training, job placement and follow-up. Also cited is the importance of record keeping and occupational information systems. Chapter 7 reviews the leisure occupations which are broken down into four subclusters (including tourism and hospitality services and environmental-based services) and 11 job families (such as travel services and resource conservation/preservation services).

The final chapter presents a competency based inservice training program for teachers in providing career education services to the handicapped.

Bibliography

Vocationally Oriented School Planning for the Handicapped. Kindergarten Through Grade Twelve

1976

Type of Media

Program Planning
Guide

Cost Range

$1-$5

Descriptors

Career education, handicapped, mainstreaming, models and programs in career education, multiple handicapped

User

Educator
Counselor
Administrator

Source

Bureau of Elementary and Secondary Education (DHEWIOE), Washington, DC or Vermont State Dept. of Ed., Office of Federal Programs, Title III-IV Div., Montpelier, VT 05602

ED 140 537

Annotation

This guide is intended for regular school personnel. Sections are included on the following topics:

- Analysis and implementation suggestions for P.L. 94-142.
- Career education suggestions (including examples of field trips, resource persons, and role playing activities).
- Programming for the student with severe multiple handicaps (including information on motor activities, arts and crafts, and music).
- Program planning for the student with special needs (separate sections for grades K-6, junior high school, and senior high school and/or vocational technical school).
- The concluding section on resources lists tips for teachers, films on handicaps, and the names of 16 handicapped adults gainfully employed in Vermont who are willing to help schools.

Bibliography

The Career and Vocational Development of Handicapped Learners. Information Series No. 135.

Brolin, D. E. and O. P. Kolstoe 1978

Type of Media Study Review

Cost Range $5-$10

Descriptors Career exploration, career preparation, guidance and counseling, handicapped, needs assessment, program evaluation

User

Educator
Administrator

Source

ERIC Clearinghouse on Adult, Career and Vocational
Education, Ohio State University, 1960 Kenny Road,
Columbus, OH 43210 ED 166 419

Annotation

The state of the art of career education for handicapped persons was reviewed beginning with the events and developments which have aided in the growth of career education for the handicapped since 1971. Specific career education needs of the handicapped were identified, and the concept of career education was clarified.

The study examined relevant research on the roles of occupations, citizen, family, and avocation associated with persons who are deaf, hard-of-hearing, blind, partially sighted, crippled, health impaired, mentally retarded, emotionally disturbed, learning disabled, or multi-handicapped. Research conducted *to evaluate the effectiveness of various curricular approaches* in this field was also studied. Finally, research in the areas *of teaching counseling methods and career assessment, exploration, and preparation for the handicapped* was reviewed. The research indicated that only now are school systems beginning to retool and initiate a comprehensive array of services: infusion of total school resources, community participation, and family involvement.

Based on past research and reviews of research in progress, ten generalizations were drawn. Three of these generalizations are as follows: 1) The majority of handicapped students who leave school are in danger of becoming either unemployed or underemployed in later life; 2) Currently there is considerable curricula variability in scope and sequence for career education program implementation, but more definitive guidelines and procedures are necessary upon which to build curricula; and 3) Parents appear to have a significant influence on the handicapped person's career development.

Bibliography Mainstreaming Special Needs Students in Vocational Education.

Dietrich, D. J. 1978

Type of Media Document

Cost Range <$1 MF
$1-$5 HC

Descriptors Mainstreaming, mentally retarded, needs assessment, vocational education, work related competencies, work adjustment, instructional management

User Teacher
Administrator
Counselor

Source Nenango County Area Vocational Education School, Oil City, PA 16301
ED 159 361, 44 pages

Annotation

To determine the ability of EMR students to adjust to the demands of regular vocational education programs, a study was conducted to assess the work adjustment of 85 EMR students who were mainstreamed in a three-year vocational technical program. Students were evaluated by their instructors on a revised work behavior scale and were categorized according to fourteen content areas, year in program, sex, and sending school district.

Significant differences were noted between students in various content areas concerning tolerance for criticism, cooperation with instructor, work motivation, and concentration ability. As a group, EMR students fell within the range of average classroom performance, although some students may have been incorrectly placed in the program.

Recommendations resulting from the study included the following:

1. Career awareness and exploration should be integrated into the elementary and junior high school EMR curricula.
2. Course work should focus on communication and computational skills, occupational information, civic responsibilities, personal-social skills, and home and family life skills.
3. EMR vocational competencies need to be strengthened in the areas of independence from supervision, understanding and retaining oral instructions, concentration ability, and quality and quantity of work.
4. Decisions regarding school selection and placement should be based on a comprehensive vocational evaluation of the students.
5. Special programming support is required for a successful mainstreamed vocational-technical program.

Bibliography

A Position Paper on Mainstreaming Special Needs Students Into Regular Vocational Classrooms (Recommendations to the State Advisory Council for the Bureau of Vocational Education)
Feichtner, Sheila H. and Thomas W. O'Brian 1976

Type of Media

Brief

Cost Range

<1 MF
$1-$5 HC

Descriptors

College and university programs, competency testing, mainstreaming, supportive services, vocational resource person

User

Educator, Administrator, Counselor

Source

University of Pittsburgh, 4200 Fifth Avenue, Pittsburgh, PA 15260
ED 146 426, 13 pages

Annotation

Problems encountered in vocational education mainstreaming and recommended improvements are presented in this paper. A brief history introduces the concept followed by specific definitions of "training," "education," and "mainstreaming," as applied to vocational schooling. Three general operational models are described and graphically presented. Model guidelines developed for the instructional system, the instructional team, and supportive services are listed and include the following: development of prescription teaching, the student-instructional study team, competency based evaluation, and open entry and exit (instructional system); the role of vocational teachers, special education teachers, remedial teachers, vocational students, and vocational resource persons (instructional team); and the role of the administration, community agencies, and parents (supportive services).

Conclusions present a rationale for providing a vocational resource person for mainstreaming programs and lists the required qualifications. Twelve recommendations for active steps to be taken at the local, state, and national levels are presented. Included are university development to orient special education teachers to the concept of vocational education, education of the public about their responsibility for special needs students, and the responsibilities of vocational education.

Bibliography

Mainstreaming Guidebook for Vocational Educators

Dahl, P. E. 1978

Type of Media

Book

Cost Range

$10-$25

Descriptors

Adaptive equipment, handicapped, placement, staff development, vocational education models and programs attitudes, IEP development

User

Administrator
Educator

Source

Administrative Resources Div., Capitol Publications, Inc., 2430 Pennsylvania Ave., N.W., Washington, DC 20037

Annotation

This book is relevant for those responsible for designing, conducting, or administering vocational programs for the handicapped. Its topics include:

- Developing positive staff and student attitudes towards mainstreaming
- Eliminating architectural barriers
- Assessing the individual handicapped student
- Modifying the curriculum
- Eliminating equipment and work barriers
- Job placement

A model for developing and reviewing individualized educational programming is also included.

Bibliography

Mainstreaming the Handicapped in Vocational Education: Serving the Orthopedically Handicapped

Weisgerber, Robert 1977

Type of Media

Instructional Module

Cost Range

< $1 MF
$1-$5 HC

Descriptors

IEP development, mainstreaming, organizations and services (H), physically handicapped, resource guides and bibliographies, work related competencies

User

Educator

Source

American Institutes for Research in the Behavioral Sciences, Palo Alto, CA 94303

ED 142 748, 53 pages

Annotation

One of a series of seven modules developed to improve the knowledge and skills of vocational educators who are or who will be serving the handicapped in regular vocational education settings, this module is concerned with the orthopedically handicapped student and with the health impaired student. It is designed to

1) Explain what orthopedically handicapped means and to explore the range of vocational capabilities of the orthopedically handicapped student and the ways in which the vocational educator can help these students develop their full vocational potential.

2) Present the vocational educator with guidelines for establishing and carrying out a plan of individualized instruction for the orthopedically handicapped student.

3) Provide listings of resource agencies and further readings to assist the vocational educator who is working with the orthopedically handicapped.

Important points in setting up an individualized instructional program for orthopedically handicapped students are considered, and suggestions are made for modifying existing programs to overcome problems.

Two final sections cover: 1) bibliographic sources, resource agencies, and persons to contact for assistance and 2) a set of problems/questions designed to enable vocational educators to check their understanding of the ideas presented in the module and to apply the principles discussed to their own teaching situations.

Bibliography	Mainstreaming the Handicapped in Vocational Education: Developing a Plan for Action Weisgerber, Robert 1977
Type of Media	Instructional Module
Cost Range	<$1 MF $1-$5 HC
Descriptors	Attitudes, IEP development, mainstreaming, preservice/inservice training, vocational education
User	Educator
Source	American Institutes for Research in the Behavioral Sciences, Palo Alto, CA 94303 ED 142 747, 23 pages

Annotation

This is one of a series of seven modules developed to improve the knowledge and skills of vocational educators who are or will become involved in the instruction of handicapped students in regular (mainstream) classes. This module is intended as a practical tool useful for instructing one or more handicapped students, along with nonhandicapped students, in regular vocational classes. (The module is meant to be used after the study of related modules in this series, which cover developing a general understanding, developing a positive attitude, serving the orthopedically handicapped, serving the mentally retarded, serving the visually handicapped, and serving the communication impaired.)

In completing this plan for action, the author notes that it is assumed that the educator either has a particular student in mind or has access to an information file that would be sufficient for making reasonable inferences and judgments about student needs and abilities.

Each page of this module represents a step in the process, either in planning of instruction, carrying out the instructional plan, or evaluating the outcomes of instruction. Key elements involved in each step are listed, and space is provided for write-in entries that fit the specific situation and student(s) involved. At the bottom of each page, room has been provided for comments by administrators, workshop coordinators, or professors engaged in preservice or inservice training.

Bibliography Making Mainstreaming Work: A Handbook for Vocational Administrators

1979

Type of Media Handbook

Cost Range $5-$10

Descriptors Attitudes, grant writing and funding, instructional management, legislation, mainstreaming, placement, vocational guidance

User Administrator

Source Vocational Special Needs Program, College of Education, Texas A & M University, College Station, TX 77843

Annotation

Materials in this document are organized in the order an administrator might need when beginning to mainstream handicapped students in regular vocational programs. The first chapters address some initial concerns (including legal requirements and funding). Then the handbook works through the process from identifying students and appropriate placement through tips for teaching and coordinating the program.

The question-answer format allows administrators to flip to the information they need. For each chapter, the authors have included some tried-and-true techniques for sharing the information with teachers and a practical list of resources.

Major Content Headings

1) Legal Requirements
2) Funding and Sources
3) Changing Attitudes
4) Handicapping Conditions
5) Referrals and Assessment
6) Vocational Guidance
7) Individualized Vocational Programs
8) Teaching Techniques
9) Employment
10) Coordinating Programs

Bibliography

Least Restrictive Alternative for Handicapped Students
Information Series No. 143

Type of Media Monograph

Cost Range $1-$5

Descriptors Inservice training, preservice training, vocational education models and programs

User
Administrator
Educator

Source
The National Center for Research in Vocational Education,
The Ohio State University, 1960 Kenny Road, Columbus, OH
43210

Annotation

In this monograph, the origin as well as the current status of this concept are reviewed. In addition, vocational programs which have attempted to provide least restrictive alternatives for handicapped students are summarized.

Representative models of service delivery, including a model for conducting preservice and inservice training for staff, are also presented. Recommendations for appropriate ways to provide vocational education to people who are handicapped are provided.

Basic topics discussed include:

1) Origin

2) Finding the Least Restrictive Alternative in Vocational Education

3) Developing Least Restrictive Vocational Services for Handicapped Students

4) Recommendations

Bibliography

Mainstreaming the Handicapped in Vocational Education: Developing A General Understanding

Weisgerber, Robert 1977

Type of Media

Instructional
Module

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Handicapped, mainstreaming, organizations and services (H), resource guides

User

Educator

Source

American Institutes for Research in the Behavioral Sciences, Palo Alto, CA 94303
ED 142 769, 93 pages

Annotation

One of a series of seven modules developed to improve the knowledge and skills of vocational educators who are or will become involved in the instruction of handicapped students in regular (mainstream) classes, this module is intended for inservice training of vocational educators working at the secondary level. It focuses on:

1) Acquainting vocational educators with the ethical and legal rights of the handicapped to vocational education services (section 1)

2) Familiarizing vocational educators with particular handicapping conditions, including terminology, variations in severity, and differing capabilities of handicapped students (section 2)

3) Acquainting vocational educators with the components (planning, instructional design, and evaluation) of vocational education programs for the handicapped and providing illustrations from existing mainstreaming efforts for the various handicapped categories being considered (sections 3 and 4)

4) Acquainting vocational educators with resource and referral agencies and various publications available to aid them in the instruction of handicapped students (covered in the resource section)

A final assessment section provides questions to serve as a check of general understanding of instructional considerations in teaching the handicapped.

Bibliography

Mainstreaming the Handicapped in Vocational Education: Serving the Visually Handicapped

Dillman, Caroline M. and Patricia Maloney 1977

Type of Media

Instructional
Module

Cost Range

<$1 MF
$1-$5 HC

Descriptors

IEP development, inservice training, mainstreaming, organizations and services (H), resource guides, visually impaired, vocational education

User

Educator
Counselor
Administrator

Source

American Institutes for Research in the Behavioral Sciences, Palo Alto, CA 94303
ED 142 766, 65 pages

Annotation

One of a series of seven modules developed to improve the knowledge and skills of vocational educators who are or will become involved in the instruction of handicapped students in regular (mainstream) classes, this module is intended for inservice training of vocational educators (including administrators, coordinators, counselors, and preservice trainees) working at the secondary level and focuses on developing a general understanding of the goals, components, and approaches used in regular vocational education programs involving the legally blind and partially seeing. Specifically, the purposes are:

1) To familiarize vocational educators with particular handicapping conditions of the legally blind and partially seeing including terminology, variations in severity, and differing capabilities of these students (section 1)

2) To outline and discuss plans for individualizing instruction so that it will simplify the educator's task in teaching these students (sections 2 and 3), and

3) To provide vocational educators with resource and referral agencies (state, federal, private, and nonprofit) and with various publications that can aid them in dealing with visually handicapped students (covered in separate Resources Section)

Bibliography

Mainstreaming the Handicapped in Vocational Education: Developing A Positive Attitude

Bond, Richard and Robert Weisgerber 1977

Type of Media

Instructional Module

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Attitudes, handicapped, instructional management, mainstreaming

User

Educator

Source

American Institutes for Research in the Behavioral Sciences, Palo Alto, CA 94303
ED 142 768, 41 pages

Annotation

This is one of a series of seven modules developed to improve the knowledge and skills of vocational educators who are or will become involved in the instruction of handicapped students in regular (mainstream) classes. This module focuses on understanding attitudes and feelings involved in teaching handicapped students and on exploring ways of developing a climate of positive attitudes to support instruction of handicapped students in regular classrooms.

Specifically, the purposes are:

1) To understand something about attitudes and how they affect learning and other behaviors

2) To understand the bases for attitudes which can affect success in teaching handicapped students in regular (mainstream) classes

3) To develop practical living skills in solving problems which involve attitudes and feelings that can affect success in teaching handicapped students in regular (mainstream) classes

Information is presented in a question and answer format, with key questions underlined and with key answers set off in boxes. Exercises, comments, and examples have been integrated into the instructions to help the user organize and consolidate information which has just been presented. An assessment section is included to help the user demonstrate his/her ability to apply the information in practical ways.

Bibliography

Mainstreaming the Handicapped in Vocational Education:
Serving the Mentally Retarded

Smith, Claudette 1977

Type of Media

Instructional
Module

Cost Range

<$1 MF
$1-$5 HC

Descriptors

IEP development, mainstreaming, mentally retarded, organizations and services (H), resource guides and bibliographies, vocational education

User

Educator

Source

American Institutes for Research in the Behavioral
Sciences, Palo Alto, CA 94303
ED 142 767, 69 pages

Annotation

This is one of a series of seven modules developed to improve the knowledge and skills of vocational educators who are or who will be serving the handicapped in regular vocational education settings. This module, dealing primarily with the educable mentally retarded (EMR), is designed to:

1) Explain what mental retardation is and to explore the range of vocational capabilities of the mentally retarded student

2) Present the vocational educator with guidelines for establishing and carrying out a plan of individualized instruction for the retarded student

3) Provide listings of resource agencies and further readings to assist the vocational educator who is working with the mentally retarded

Important points in setting up an individualized instructional program for mentally handicapped students are considered and suggestions are made for modifying existing programs to overcome problems.

Two final sections cover:

1) Bibliographic sources and resource agencies and persons to contact for assistance

2) A set of problems/questions designed to enable the vocational educators to check their understanding of the ideas presented in the module and to apply the principles discussed to his or her own teaching situation.

Bibliography

Mainstreaming the Handicapped in Vocational Education: Serving the Communication Impaired

Maloney, Patricia and Robert Weisgerber 1977

Type of Media

Instructional
Module

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Communication impaired, mainstreaming, organizations and services (H), resource guides and bibliographies, vocational education, work related competencies

User

Educator

Source

American Institutes for Research in the Behavioral Sciences, Palo Alto, CA 94303
ED 142 749, 61 pages

Annotation

This is one of a series of seven modules developed to improve the knowledge and skills of vocational educators who are or will become involved in teaching handicapped students in regular education settings. This module, concerned with communication impaired students (those who are deaf or hard of hearing and those who have speech impairments), is designed to:

1) Explain the meaning of a communication handicap---what it is, what the range of severity is, and how it affects the student's vocational performance

2) Present the vocational educator with guidelines for establishing and carrying out a plan of individualized instruction for the student

3) Provide listings of resource agencies and further readings to assist the vocational educator who is working with the student with a communication handicap

Important points in setting up an individualized instructional program are considered and suggestions are made for modifying existing programs to overcome problems.

Two final sections cover:

1) Bibliographic sources and resource agencies and persons to contact for assistance

2) A set of problems/questions designed to enable the vocational educators to check their understanding of the ideas presented in the module and to apply the principles discussed to their own teaching situations.

Bibliography

Learning Disabilities in the Secondary School

DeBrosse, Marion, Ed. et al. 1977

Type of Media

Monographs

Cost Range

< $1 MF
$20-$25 HC

Descriptors

Career exploration, curriculum materials, learning disabled, needs assessment, personnel development, remedial materials, vocational education, work related arithmetic

User

Educator
Counselor

Source

Montgomery County Intermediate Unit 23, Blue Bell, PA
19422
ED 148 053, 418 pages

Annotation

Presented are 12 papers from a conference on the issues of secondary learning disabilities. Following the introduction are the texts of discussion from the conference's four sections covering an overview of the central issues, definition and identification, learner characteristics, educational priorities and objectives, remedial strategies, model programs, suggestions for instruction in reading and mathematics, language difficulties, vocational education, curricular and material resources, teacher training programs, and debates over key issues.

A final section includes papers with the following titles and authors: "Curriculum and Materials for Secondary Level Learning Disabilities Programs--What We Have and What We Need" (V. Brown); "Math Curricular for Secondary Learning Disabled Students" (J. Cawley); "Psycho-Social Characteristics of Learning Disabled Adolescents" (D. Deshler); "Reading Problems of the Secondary Learning Disabled Student" (P. Gillespie and M. Sitko); "Survey of Secondary Programs for the Learning Disabled" (L. Goodman); "Adolescents with Learning Disabilities--Definition, Identification, and Incidence" (D. Hammill); "Exploratory Occupational Education for Learning Disabled Adolescents with Learning Disabilities--The Problem in Perspective" (J. Widerhold); "Process Remediation with Secondary Learning Disabled Children" (J. Ysseldyke); and "Preparing Teachers for Secondary Learning Disabilities Programs" (N. Zigmond).

Bibliography

Teaching the Learning Disabled Adolescent: Strategies and Methods

Alley, Gordon and Donald Deshler 1979

Type of Media Text

Cost Range $15-$20

Descriptors Curriculum materials, instructional management, methodology, remedial materials, self-help materials

User Educator

Source Love Publishing Company, 6635 E. Villanova Place,
Denver, CO 80222 303-757-2579
360 pages

Annotation

This is a basic text addressing specific teaching strategies and methods to be used in teaching the learning disabled adolescent. Chapters included are:

1) Learning Disabilities in Adolescents: A Perspective
2) Learning Strategies: An Approach for the Learning Disabled Adolescent
3) Reading: Strategies and Methods
4) Writing: Strategies and Methods
5) Mathematics: Strategies and Methods
6) Thinking: Strategies and Methods
7) Social Interaction: Strategies and Methods
8) Listening: Strategies and Methods
9) Speaking: Strategies and Methods

Appendix: Instructional Materials for the Learning Disabled Adolescent

This text is designed to be used by all secondary teachers, regardless of subject matter.

Bibliography

Special Education for Adolescents: Issues and Perspectives

Cullinan, Douglas, and Michael H. Epstein, eds. 1979

Type of Media Text

Cost Range $15-$20

Descriptors Career/vocational education, drug abuse prevention, instructional management, legislation, measurement and evaluation, student-oriented skills

User Educator

Source Charles E. Merrill Publishing Co., 1300 Alum Creek Drive, Columbus, OH 43216 614-258-8441

424 pages

Annotation

This book, designed to give teachers in special education for adolescents a firsthand account of the development of secondary schools and related programs for handicapped youth, will help the reader gain a broad perspective. Each chapter features a detailed exposition of a selected issue associated with the contributor's present and future involvement. Chapters include:

Education of Handicapped Adolescents: An Overview - Michael Epstein, Douglas Cullinan.

Adolescent Development and Deviance - Harvey F. Clarizio.

Assessment and Instructional Planning: A Conceptual Framework - J. Lee Wiederholt, Gaye McNutt.

Programming for Academic Disabilities - Libby Goodman.

Vocational Education for Special Students - James C. Brolin, Donn E Brolin

Career Education - Patricia T. Cegelka.

Drug Abuse Prevention and the Special Education Student - Martin R. Wong.

The Teaching Family Model: A Comprehensive Approach to Residential Treatment of Youth - Elery L. Phillips, Dean L. Fixsen, Eliase A. Phillips, Montrose M. Wolf.

Psychoeducational Management and Self-Control - Stanley A. Fagen.

Educational Alternatives for Adolescents Labeled Emotionally Disturbed - Peter Knoblock.

Legal Issues in Special Education - Reed Martin.

Obstacles to Educating Handicapped Adolescents - David A. Sabatino.

Bibliography

Teaching the Learning-Disabled Adolescent

Mann, Lester, Libby Goodman, and J. L. Wiederholt
1978

Type of Media Text

Cost Range $15-$20

Descriptors Career/vocational education, instructional management, personnel development, remedial materials, resource guide

User Educator

Source

Houghton Mifflin Company, Educational Division,
1 Beacon Street, Boston, MA 02108
617-423-5725

317 pages

Annotation

The purpose of this text is to introduce readers to the emerging field of secondary learning disabilities. The field of learning disabilities has, for the most part, focused its attention on elementary education and has directed its major remedial efforts toward the young learning-disabled child. There has been a general neglect of the problems facing the secondary-level learning-disabled student. Answers to the problems of secondary learning-disabled students will be found in new areas of inquiry, areas that begin to be defined in this text.

Chapters included are:

1) Adolescents with Learning Disabilities: The Problem in Perspective
2) Adolescents with Specific Learning Disabilities: Definition, Identification, and Incidence
3) Psychoeducational Aspects of Learning-Disabled Adolescents
4) Curriculum Development Resources
5) Instructional Strategies: A Classification Schema
6) Remediation of Ability Deficits: Some Major Questions
7) Language and Speech Difficulties
8) Reading Problems
9) An Instructional Design in Mathematics

10) Educational Programming: A Survey of Current Practice

11) Occupational Education

12) Competencies for Teachers

Bibliography

Children With Learning Disabilities: Theories, Diagnosis, and Teaching Strategies

Lerner, Janet W. 1971

Type of Media

Book

Cost Range

$5-$10

Descriptors

Instructional management, learning disabled, measurement and evaluation

User

Counselor
Educator
Administrator

Source

Houghton Mifflin Co., Wayside Road, Burlington, MA 01803
617-272-1500
310 pages

Annotation

This text is intended as an introduction to the field of learning disabilities for the teacher, clinician, therapist, administrator, or other professional preparing to work with the learning disabled child. Its approach is eclectic, to offer the reader a comprehensive view of the field.

Part I is an overview of the field. Chapter 1 describes the multidisciplinary nature of the field; Chapter 2 offers a historical perspective; and Chapter 3 examines the contributions of medicine.

Part II deals with the diagnostic-teaching process. Diagnosis and clinical teaching are presented as interrelated parts of a continuous process of trying to understand a child and help him/her learn. Diagnosis is discussed in Chapter 4, and clinical teaching is the subject of Chapter 5.

Part III reviews the theories that provide a rationale for diagnostic and teaching decisions. The role of theory in the field of learning disabilities is discussed in Chapter 6. Theories related to sensory-motor and perceptual-motor development are the subjects of Chapter 7. Theories of perception and memory are discussed in Chapter 8, language in Chapter 9, cognitive development in Chapter 10, and maturation and emotional development in Chapter 11.

Part IV discusses the administration and organization of programs. The implementation of such programs--usually undertaken within organizational settings such as schools, clinics, hospitals, or child guidance centers--is discussed in Chapter 12.

Bibliography

Development of a Program Model for New Careers for Handicapped Children and Youth in the Recreation and Hospitality Career Cluster

Vinton, Dennis A. 1977

Type of Media Curriculum Planning

Cost Range <$1 MF
$10-$15 HC

Descriptors Curriculum materials, handicapped, home economics, instructional approaches, models and programs in career education, program evaluation, staff development.

User Educator

Source Kentucky University, Lexington, KY 40506
ED 136 494, 201 pages

Annotation

Presented is the final report of a project to develop a program to prepare handicapped students in grades K-12 for careers in the leisure occupations. Described are project activities and procedures undertaken to meet the three basic objectives: 1) to select, develop and describe a career education program model; 2) to develop and describe an implementation plan which includes a guide for teacher training; 3) to pilot test the program model in one school system.

Other project activities considered include the literature review and analysis, the development of objectives, the specification of classroom approaches, and revisions of the model, implementation plan and guide.

Among six appendices are sample pilot test evaluation questionnaires and an instrument for reviewing the career education guide.

Bibliography

Understanding the Guidelines for the Rehabilitation Act of 1973 on Expanding and Improving Services to the Severely Handicapped. The Referral Process. A Training and Discussion Guide

1977

Type of Media

Training Guide

Cost Range

< $1 MF
$1-$5 HC

Descriptors

Legislation, measurement and evaluation, multiple handicapped, rehabilitation services and facilities, staff development.

User

Counselor

Source

West Virginia State Board of Vocational Education,
Charleston, WV 25300
ED 137 599

Annotation

This training guide was developed by the West Virginia Research and Training Center staff in response to the mandate of the Rehabilitation Act of 1973 which emphasized that vocational rehabilitation caseloads must contain a large proportion of severely handicapped clients. It is designed to assist the rehabilitation staff in organizing and recording the kinds of activities, tasks and contacts necessary to establish and maintain a system of referral sources and a flow of cases, especially the cases of the severely handicapped.

The guide contains a series of exercises which show the reader where improvement might be needed in his/her referral process. Topics discussed are the inventory, assessment, efficiency, priorities, goals, and time structuring.

Bibliography
Career Education: Disadvantaged Students

Leonard, George E. and Wendell G. Rayburn
1973

Type of Media Monograph

Cost Range $1-$5

Descriptors Career exploration, career preparation, disadvantaged, self-concept and self-awareness, social skills, work related competencies.

User
Counselor
Educator

Source
Ohio State University, The Center for Vocational Technical Education, 1960 Kenny Road, Columbus, OH 43210
ED 086 798, 25 pages

Annotation

Presented is a rationale for the initiation of the career education movement in regard to technological advances in America during the last few years. Comprehensive and vocationally oriented, career education is designed to provide students with opportunities and experiences which will prepare them to become economically self-sufficient and worthwhile citizens.

Because of its structure, career education is particularly tailored to meet the needs of the disadvantaged youth. Participation in its programs at the various gradelevels will provide the experiences needed to develop vocational skills, social interaction skills, personal independence, and self-dignity. Specifically, career education would build basic subjects in grades 1 through 12 around career opportunities and labor market requirements.

Included in its scope are provisions for: (1) career orientation at the elementary level, (2) job exploration at the junior high level, and (3) job preparation or post-secondary study at the senior high level.

Bibliography

Vocational Teaching in Diverse Cultural Settings
(Series No. 64)

Ferguson, Edward T., Jr. 1972

Type of Media

Project Report

Cost Range

$5-$10 HC

Descriptors

Vocational education, disadvantaged, college and university programs

User

Educator
Counselor
Administrator

Source

The Center of Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210

Annotation

The extent to which undergraduate programs preparing teachers to function in an inner-city, urban school setting should differ from existing programs has been a perplexing and difficult problem for teacher educators. This project was designed to help in its resolution.

Content includes:

Background of the Study

Conduct of the Study

Findings of the Study

Conclusions, Recommendations, and Implications of the Study

Bibliography
Career Education for the Handicapped; Focus: Rural and Remote
Kern, Bonnie 1975

Type of Media
Manual

Cost Range
<$1 MF
$5-$10 HC

Descriptors
Community resources and involvement, inservice training, models and programs in career education, needs assessment, organizations and services(H), program evaluation

User
Educator

Source
Washington State Intermediate School, District 109,
Everett, WA 98201
ED 112 541, 120 pages

Annotation

Intended primarily for special education teachers and principals, the manual describes procedures for organizing and implementing career education programs for handicapped students in rural or remote areas. The program descriptions, methods, and sample forms contained in the manual were used successfully by one or more of five small, rural school districts in the state of Washington.

Among suggested steps for developing career education programs are: identifying key personnel (such as vocational teachers), establishing a community advisory committee, assessing student and faculty needs, selecting goals, and providing supportive services (through inservice teacher training and the use of itinerant staff members).

The following aspects of program management are focused upon: delegating responsibilities to vocational rehabilitation and guidance counselors, developing a work activity guide for clarifying staff rules, problems of supervising students' work-study experiences in rural areas, visitation records and other forms for student evaluation, and career education activities.

Types of program evaluation are briefly discussed, and lists of materials and resources for career education programs are appended.

Bibliography

Vocational Guidance Programming for Disadvantaged Students. (An Objective-Based Program)

Smith, Edward et al. 1975

Type of Media

Curriculum
Guide

Cost Range

$1-$5 MF

Descriptors

Attitudes, developmental approach, disadvantaged, guidance and counseling, home economics, self-concept and self-awareness, student-oriented skills

User

Educator
Counselor

Source

(Available only through ERIC)

ED 123 423, 595 pages

Annotation

The curriculum guide presents an objective-based vocational guidance program for disadvantaged students, K-12. It offers local school districts in Pennsylvania a guidance model that may be modified to individual school settings in response to local and individual needs.

Explicit, sequential learning modules are presented for grade level groupings and include a wide range of activities for various subgroups of students in the following board areas: self, education, careers, decision-making, and economics. Each area contains 4-12 units within each of the categories: vocabulary, knowledge, attitudes, and skills. Individual units contain a unit goal, developmental objectives and activities, behavioral evaluations, preparations, and resources for each objective.

The developmental sequence followed by the guide focuses on:

1) Developing insights about self and environments (K-3)

2) Developing awareness, with emphasis upon the effect of specific psychological factors (4-6)

3) Examining social and academic exploration and decision-making (7-9)

4) Dealing with specifics in terms of interests, abilities, values, and linking school and the student's immediate future (10-12)

Suggested basic strategy for using the guide includes introducing concepts and activities at the point judged appropriate for student subgroups based upon sample needs data.

Bibliography

Career Education: Curriculum Materials for the Disadvantaged. Information Series Number 83

Maxwell, David et al. 1973

Type of Media

Curriculum Material

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Career preparation, community resources and involvement, curriculum materials, disadvantaged, needs assessment

User

Educator

Source

The Center for Vocational and Technical Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210
ED 086 792, 58 pages

Annotation

These materials discuss the characteristics and curriculum needs of disadvantaged students and examine curriculum materials for three levels, including career awareness (elementary level), career exploration (junior high level), and career preparation (senior high, post secondary, and adult levels). Curriculum and instructional materials used in educational programs for the disadvantaged will be successful only if they are specifically selected or prepared to meet the needs of those who are to be served, and then only if the learners perceive these materials as meeting their needs.

Materials should be in keeping with the reading and interest levels of students, and the materials need to be adapted to the culture of the student by reflecting the language, environment, and experiences of the student. The instructional program should be functionally rooted in the community, which necessitates consultations regarding curriculum needs with community representatives from business, industry, health services, crafts and trades, labor groups, and public agencies.

Teachers of the disadvantaged must communicate an honest and sincere expectation that their students will succeed. It is also essential for instruction to be practical and basic in nature.

An annotated bibliography of selected instructional materials is appended.

Bibliography	A Handbook for Developing Vocational Programs and Services for Disadvantaged Students Weisman, Lawrence 1975
Type of Media	Handbook
Cost Range	$1-$5
Descriptors	Curriculum guides, guidance and counseling, instructional management, legislation, personnel development, placement, program evaluation, vocational education
User	Educator
Source	Illinois Office of Education, Board of Vocational Education and Rehabilitation, 100 N. First St., Springfield, IL 62777

Annotation

This handbook is intended as a tool to assist various members of the educational team with the complex task of serving the special needs of the learner.

Table of Contents

Chapter I......Introduction and Directions for Utilization

Chapter II.....Program Implications of Characteristics of Disadvantaged Students

Chapter III....Summary of Legislation

Chapter IV.....Policies, Objectives, Administration

Chapter V......Staff Orientation and Training

Chapter VI.....Identifying Disadvantaged Students

Chapter VII....Career Guidance

Chapter VIII...Curriculum Strategies and Methods

Chapter IX.....Discipline and Remediation

Chapter X......Personal Services

Chapter XI.....Placement

Chapter XII....Program Evaluation and Follow-Up

Bibliography

Developing Programs for the Rural Handicapped

Niederfrank, E. J. 1970

Type of Media

Monograph

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Community resources and involvement, models and programs in career education, vocational rehabilitation (agencies)

User

Administrator
Counselor

Source

Department of Agriculture, Extension Service, 99 Washington Avenue, Washington, DC 12230
Report No. USDA-PA-961
ED 074 362, 16 pages

Annotation

Suggestions for aiding state and local organizations in developing programs for aiding the handicapped in rural areas are presented. It is pointed out that the greatest problem of handicapped people is community apathy in regard to helping them. The key public resource in every state is the state vocational rehabilitation agency. The first action on the staff level should come from the governor's committee on employment of the handicapped and should consist of forming a state rural areas committee for the handicapped.

On a local basis, the first step is to designate a local organization to give administrative leadership to developing work with the handicapped locally. Work with the handicapped in rural areas is a three-fold, interrelated responsibility. It involves establishing and maintaining organization, determining the facts and defining objectives, and planning and carrying out action projects.

Bibliography	Legislation for Career Education: A Handbook for State Policy Makers (Report No. 118) Andersen, Carol 1979
Type of Media	Booklet
Cost Range	Free
Descriptors	Career education, funding, legislation
User	Administrator Counselor Educator
Source	Career Education Project, Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, CO 80295 303-861-4917 79 pages

Annotation

In this publication, The Task Force has dealt with a wide variety of practical issues:

- Should career education legislation be enacted at all?
- How should it be paid for?
- How long should it take to achieve full implementation?
- How can ongoing efforts be built upon and encouraged?

The Task Force has made no attempt to provide final answers to these questions, but they are discussed so that readers may find the approach best suited to their states. An effort has been made to develop legislative provisions that are unambiguous and as readable as possible. Individual provisions are described in terms that are identified to clarify them, to explain their significance and to provoke discussion.

Contents include:

- Legislative Leadership
- Administrative Structures: The Local Level
- Administrative Structures: The State Level
- Governance Structures: The Local Level
- Governance Structures: The State Level
- Funding and Programs

Bibliography

An Overview of State Career Education Laws (Report No. 119)

Andersen, Carol 1979

Type of Media Booklet

Cost Range Free

Descriptors Legislation, trends and general overview

User

Educator
Counselor
Administrator

Source

Career Education Project, Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, CO 80295
303-861-4917 34 pages

Annotation

This publication is designed to serve as a companion report to ECS Report No. 118, Legislation for Career Education: A Handbook for State Policy Makers. The two reports provide both a guide to developing career education legislation (Report No. 118) and the examples of legislation that have already been enacted in 21 states (included in this report). It is the intention, through publication of these two reports, to assist interested individuals in preparing career education legislation that is appropriate for local needs and circumstances.

State education agencies and legislative reference bureaus across the country were contacted to obtain an extensive collection of career education and related legislation. These were concerned with a wide range of issues that have a direct effect on career education (youth employment, vocational education, alternative education).

Laws included illustrate how different states have developed legislation for career education, providing alternate examples that may be of interest to others. Legislation has been grouped into categories including:

- Appropriations/resolutions
- Supportive legislation
- Implementation legislation
- Education reform legislation

Bibliography	Teaching Home Economics to the Educable 1978
Type of Media	Teacher's Manual
Cost Range	$1-$5
Descriptors	Curriculum materials, home economics, mainstreaming, measurement and evaluation, mentally retarded, bibliographies
User	Educator
Source	New Jersey Vocational-Technical Curriculum Laboratory, Rutgers University, 4103 Kilmer Campus, New Brunswick, NJ 08903 201-932-3845

Annotation

Teaching Home Economics to the Educable includes the following:

- Characteristics of the educable
- Teaching methods, techniques, materials
- Suggested subject matter
- Evaluation of the educable
- How to work with the educable in regular classes
- Agenda
- Selected bibliography
- Four appendices

Bibliography	The Slow Learner in Homemaking Classes in Junior and Senior High Schools McKay, Shirley E. 1973
Type of Media	Monograph
Cost Range	<$1 MF
Descriptors	Home economics, mentally retarded, disadvantaged, curriculum materials
User	Educator
Source	(Available through ERIC only) ED 073 321, 48 pages

Annotation

The purposes of this report are:

1) To determine the characteristics of the slow learner and his/her speical problems.

2) To suggest ways to deal with these problems in homemaking classes.

Table of Contents

The Slow Learner

Introduction and Purpose

What is the Slow Learner Like

Identifying the Slow Learner

The Teacher of the Slow Learner

Working with the Slow Learner

The Slow Learner in the Homemaking Class

Teaching Homemaking to the Slow Learner

Appendix

Suggested emphasis and activities for slow learners in the six areas of homemaking education

Hints on classroom management

Bibliography

The Slow Learner in Homemaking Classes in Junior and Senior High Schools

1978

Type of Media

Teacher's Manual

Cost Range

<$1

Descriptors

Curriculum materials, disadvantaged, home economics, mentally retarded, methodology (instructional approaches)

User

Educator

Source

New Jersey Vocational-Technical Curriculum Laboratory, Rutgers University, 4103 Kilmer Campus, New Brunswick, NJ 08903 201-932-3845

Annotation

The following topics are included in this teacher's manual:

- The slow learner
- What is he/she like? Identifying him/her
- The teacher of the slow learner
- Working with the slow learner
- Activities
- Classroom management

Bibliography	Home Economics Rehabilitation Yost, Anna Cathryn et al. 1977
Type of Media	Annotated Bibliography
Cost Range	$1-$5 HC
Descriptors	Bibliography, daily living skills, handicapped, home economics, rehabilitation services and equipment
User	Educator
Source	Extension Service Information, 108 Whitten Hall, University of Missouri, Columbia, MO 65211 107 pages

Annotation

This annotated bibliography contains approximately 350 references to printed and audiovisual materials for professionals working with the handicapped.

Topics include:

- Physically Handicapped
- Visually Impaired
- Emotionally Disturbed
- Clothing and Grooming
- Home/Site Accessibility
- Hearing Impaired
- Mentally Retarded
- Food and Nutrition
- Child/Family Relations
- Home Management, Equipment and Aids

This reference is particularly applicable to the home economics teacher with a handicapped student in the class.

Bibliography

The Source Book for the Disabled*

Hale, Gloria, ed.

1979

Type of Media

Book

Cost Range

$5-$10

Descriptors

Daily living skills, home economics, physically impaired

User

Counselor
Educator

Source

W. B. Saunders Publishers, W. Wahington Square,
Philadelphia, PA 19106

288 pages

Annotation

This book is an illustrated guide to easier and more independent living for physically disabled people, their families and friends. Contents include:

- Disabled or Handicapped?
- Your Place in the Outside World
- You and Your Home
- Your Personal Needs
- Your Sexuality
- The Disabled Parent
- Leisure and Recreation
- The Disabled Child

The book provides an excellent source for influencing a nonstereotyped awareness of handicapped individuals' characteristics and needs.

*Not available until late fall of 1980

Bibliography

Independent Living for the Handicapped and Elderly

May, Elizabeth Eckhardt et al. 1974

Type of Media Text

Cost Range $10-$15

Descriptors Daily living skills, home economics, physically impaired, rehabilitation services and facilities

User Educator

Source Houghton Mifflin Company, 1 Beacon Street, Boston, MA 02108 617-423-5725

268 pages

Annotation

This is a "Here's How" book for men, women, and children with physical limitations who would like to live as independently as possible. Content includes:

- Where There's a Will
- Management Principles Demonstrated by Homemakers with Physical Limitations
- Work Simplification Principles Applied to Household Tasks
- Work Simplification in the Physical Care of Children
- Developing Early Independence and Cooperative Behavior in Children
- Self-Help Clothing for Women and for Men
- Self-Help Clothing for Children
- Devices, Tools, and Techniques that Save Energy and Time
- Housing and Kitchen Planning for the Handicapped and Elderly

Appendices include: adaptation of equipment for child care, directions for making clothing adaptations as well as other specific information.

This reference is particularly applicable to the home economics teacher with a handicapped student in the class.

Bibliography

Rehabilitation for Independent Living

1978

Type of Media

Annotated Bibliography

Cost Range

Free

Descriptors

Bibliography, daily living skills, home economics, physically impaired

User

Educator
Counselor

Source

Women's Committee of the President's Committee on Employment of the Handicapped, Washington, DC 20210
33 pages

Annotation

The annotated bibliography contains over 150 references related to the following:

- The Child with a Physical Handicap
- Clothing
- Home Management and Devices for Independent Living
- Homes and Furnishings
- Cookbooks
- Personal Aspects of Individuals with Handicaps
- Other Publications
- Motion Pictures
- Filmstrips
- Slide Series
- Transportation, Communication and Architectural Barriers
- Addresses

Bibliography

Clothing for Handicapped People

Reich, Naomi, Patricia Otten and Maria Negri Carver, compilers 1979

Type of Media Annotated Bibliography

Cost Range Free

Descriptors Bibliographies, home economics, physically impaired, rehabilitation services and facilities (H)

User Educator

Source The President's Committee on Employment of the Handicapped, Washington, DC 20210 89 pages

Annotation

The purpose of this bibliography is to share information and product sources related to clothing for the handicapped with people who are handicapped, organizations that assist them, professionals, paraprofessionals, and students interested in this topic. The resource guide was prepared by the Division of Clothing, Textiles and Interior Design, School of Home Economics, University of Arizona, and is organized as follows:

- Clothing Relevant
- Physical Condition Relevant
- Serials and Publications
- Unpublished Literature
- Educational Materials
- Miscellaneous
- Self-Help Aids and Devices
- Indices

Bibliography

Implications of Research Findings on Vocational and Career Education for the Mentally Handicapped. Occasional Paper No. 33

Kolstoe, Oliver P. 1977

Type of Media

Monograph

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Instructional management, mainstreaming, mentally retarded, remedial materials, work habits, work relationships

User

Educator

Source

National Center for Research in Vocational Education
Publications, Ohio State University, 1960 Kenny Road,
Columbus, OH 43210
ED 147 637, 17 pages

Annotation

Professionals in the educational field have recognized the special problems of the mentally retarded, and since the early part of the 1950's have attempted to find out just how to intervene between the limitations of the retarded and the demands in the world of competitive work. Since some retarded individuals become competent employees while others do not, studies have examined differences between these persons. Studies have also examined problems which have caused retarded individuals trouble on their jobs--poor personal and social skills, poor work habits, and fault of employers, coordinators, or parents.

Professionals have attempted to take into account these conditions. For example, attempts are being made to broaden the range of training opportunities through cooperative efforts with other diciplines--notably vocational rehabilitation and vocational education. This occurred in the 1960's at about the same time change began to make itself felt in many social institutions influenced by humanism, resulting in the concept called mainstreaming--the integration of handicapped into regular classrooms.

But is integration the best policy? Studies show that there appears to be a real danger that handicapped students will become lost in regular classes, or they will not receive the special support they need from instructors and students of regular classes.

Research suggests what educators should be doing with the mildly retarded: 1) label the students, but not refer to them as "mildly retarded"; 2) give them a highly structured program which recognizes their delayed readiness and their slower than average academic progress; 3) present material in a competency-based, individualized format; and 4) plan enrichment experiences.

Bibliography

Principles and Practices of Measurement in Career Education for the Handicapped

Halpern, Andrew S. 1977

Type of Media Monograph

Cost Range
< $1 MF
$1-$5 HC

Descriptors Handicapped, measurement and evaluation

User Educator

Source
Council for Exceptional Children, Publication Sales,
1920 Association, Reston, VA 22091 703- 620-3660
ED 139 214

Annotation

Discussed is testing in the field of career education for the handicapped, with emphasis on four major topics:

1) Applied performance testing
2) Criterion validity studies
3) Product vs. process measurement
4) Criterion vs. norm-referenced measurement

The author reviews some political considerations relevant to this area of testing.

Bibliography

Special Needs Students in General Business

Watson, Gwendolyn S. 1980

Type of Media Monograph

Cost Range $1-$5

Descriptors Adaptive equipment, attitudes, business and office, communication skills, resource guide

User Educator

Source Harcourt Brace Javanovich, Inc., 757 Third Avenue,
New York, NY 10017 212-572-5000
31 pages

Annotation

Contents of the monograph include:

- Introduction
- Identification of special needs students
- Needs of special students
- Group learning activities
- Individual learning activities
- Activities providing awareness of the needs of the handicapped
- Adaptation of activities and materials
- Reading ability and readability
- Summary
- Selected readings
- References
- Additional sources

Bibliography	Aides to Career Education: Instructional Aide Handbook 1976		
Type of Media	Handbook	**Cost Range**	< $1 MF $5-$10 HC
Descriptors	Audiovisual aids, college and university programs, disadvantaged, paraprofessionals		
User	Administrator Educator		
Source	Los Angeles City Schools, California Division of Career and Continuing Education, Los Angeles, CA ED 120 524		

Annotation

The handbook is designed for use by administrators, teachers, and instructional aides in the Aides to Career Education (ACE) Program. The program provides assistance to academically, socially, economically, and culturally disadvantaged students in secondary vocational programs by exploring instructional aides who are subject field specialists to assist in improving students' educational performance and employment potential.

The handbook contains information on:

1) Program implementation

2) Purpose of the handbook

3) Program goals and purpose

4) Description and characteristics of disadvantaged students

5) The roles of the teacher and instructional aide

6) Delineation of the teacher/aide role (includes a differentiation through task analysis)

7) Program accountability

8) Aide attendance information

Appended material (124 pages) includes:

1) A Guide for Using Audiovisual Aids
2) California Legislation Affecting Instructional Aides
3) Referral Agencies List (Los Angeles Area)
4) Rules and Regulations for School Personnel
5) An Explanation of Selecting a Career and Getting a Job
6) Description of the Pasadena City College Two-Year Teacher Aide Program
7) Job Descriptions for Monolingual English Aides in 15 Subject Fields
8) Job Descriptions for Spanish Language Aides (Written in English) in 13 Subject Fields
9) Sample Instructional Aide Exams
10) Self-Evaluation Questions and a 27-Item Annotated Bibliography

Bibliography

Training Manual: Paraprofessionals, Vocational Strategies for Special Needs Students

Type of Media

Manual

Cost Range

$1-$5

Descriptors

Inservice training, paraprofessionals, vocational education

User

Counselor
Educator

Source

Boston State College, Boston, MA 02115
ED 135 983

Annotation

A guide to inservice training of instructional aides in the Vocational Strategies for Special Needs Students Program in Boston, the manual is intended to aid in the general training of paraprofessionals. It is aimed at developing the relationship building skills of the instructional aide at the shop training station, in the resource room, and in the counseling center.

Part A--description of the prospective paraprofessional, the process for hiring, the responsibilities of vocational instructional aides, a job application form, a discussion of staff structure including the roles of the vocational (shop) instructor, resource room teacher, teacher counselor, and training coordinator, and notes on where the use of paraprofessionals has been effective.

Part B--outlines the seven units of the training program which focus on specific vocational skills, clinical psychology, handicaps, study of work, and utilizing resources. Suggestions for the trainer include teaching procedures and techniques for the workshop sessions. Suggested format is seven units of workshops, each consisting of five sessions conducted by community experts on topics necessary to effective performance of vocational instructional aides and five complementary sessions conducted by the training coordinator for integrating aides into the total support team and for involving them in verbal and written communication skills.

Bibliography

College Catalog for Special Education

1979

Type of Media

Catalog

Cost Range

Free

Descriptors

College and university programs, learning disabled, resource guide, vocational education

User

Educator
Counselor
Administrator

Source

Special Learning Corporation, 42 Boston Post Road,
Guilford, CT 06437 203-453-6212

Annotation

Special Learning Corporation's College Reader Series is a comprehensive series designed for special education courses of study. A variety of high-quality course books, teacher training programs, and reference books are available.

Examples of materials available are:

- Readings in Special Education
- Readings in Learning Disabilities
- Readings in the Classroom Teacher and the Special Child
- Readings in Human Growth and Development of the Exceptional Individual
- Readings in Career and Vocational Education for the Handicapped
- Readings in Administration of Special Education

All texts and media materials have been prepared by professionals in specific fields and have been reviewed by an advisory and consulting group.

Bibliography

Operation Resource for Teacher Educators and Other Educational Personnel Concerned with Teaching the Disadvantaged Learner (Series No. 75)
Gorman, Anna, Chester Hansen, Doris Manning and Douglas T. Pine
1972

Type of Media

Resource Directory

Cost Range

$5-$10 HC

Descriptors

Bibliography, disadvantaged, inservice training, resource guide

User

Educator
Counselor
Administrator

Source

Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210
235 pages

Annotation

OPERATION RESOURCE was developed to assist educational personnel who are working with disadvantaged learners. It contains resumes of resources pertaining to disadvantaged learners and resumes of resources to assist individuals who have the responsibility of organizing and conducting inservice education programs. Resumes are similar to those found in ERIC.

Contents include:

- Introduction to OPERATION RESOURCE
- Classification System for OPERATION RESOURCE
- Definitions of the Categories, Procedural Suggestions and Guidelines for Inservice Education Programs
- Categories with Index Resumes
- OPERATION RESOURCE Resumes
- Bibliography

Bibliography

Promoting Mental Health in the Classroom: A Handbook for Teachers

Todd, Karen Rohne Pritchett 1973

Type of Media

Handbook

Cost Range

$1-$5

Descriptors

Placement, rehabilitation services and facilities, resource directory, vocational education models and programs

User

Educator
Counselor

Source

National Institute of Mental Health, Center for Studies of Child and Family Mental Health, 5600 Fishers Lane, Rockville, MD 20857 87 pages

Annotation

The handbook presents a model for looking at behavior. It may be helpful to both elementary and secondary teachers, parents and paraprofessionals, and other members of the school community.

The units are designed to be used by a person with a concern for and understanding of the effects of the school on the mental health of its participants. Furthermore, they are intended to promote the development of ideas, attitudes, and skills which produce change in behavior of professionals toward children.

Key components of the handbook include:

- Mental health in a changing society
- An approach to promoting mental health in the classroom
- Forces that motivate behavior
- Resources and their influence on behavior
- Influences of the immediate physical setting
- Predicting the effects of behavior
- Modifying behavior: A framework
- Building communication skills
- Building skill in teaching about human behavior
- Self-directed learning

Bibliography

Inservice Preparation of Career Education Personnel: Training Model

Connor, F. P. 1977

Type of Media

Project
Description

Cost Range

<$1 MF
$5-$10 HC

Descriptors

Career experiences, evaluating staff development programs, inservice training, instructional management, models and programs in career education, needs assessment

User

Educator
Administrator
Counselor

Source

Teachers College, Columbia University, New York, NY
10025
ED 152 008, 150 pages

Annotation

Described is the project to prepare special educators for roles as career education program developers, change agents, and catalysts within the structure of existing special education programs. Outlined in an introductory section are the background and need for the project, the three project components (inservice training of special education leadership personnel, field based supervised career education activities, and workshops on specialized career education issues), the populations served, program staff, and cooperating organizations.

A second section, on project implementation, covers program goals and objectives and the three program dimensions (including the topics and speakers at seminars and workshops). Results from program evaluation are reviewed within the three program components and within the program's goals and objectives. The conclusion is made that career education for exceptional children is receiving increased attention in school systems represented by the leadership trainees and that leadership trainees felt more confident in their career education supervisory/training roles after participation in the project.

A final section proposes specific recommendations relating to the three primary components of the program and outlines some of the major strengths and problems encountered in the administration of the project. Among appended materials are an assessment questionnaire, definitions of terms and instructions, and a seminar schedule.

Bibliography

Inservice Preparation of Career Education Leadership Personnel: Training Model. Appendix II - Seminar Notebook.

1977

Type of Media

Notebook

Cost Range

<$1 MF
$5-$10 HC

Descriptors

Decision making skills, inservice training, models and programs in career education, resource guides and bibliographies, self-concept and self-awareness

User

Teachers
Administrators
Counselors

Source

Teachers College, Columbia University, New York, NY
10025

ED 152 009, 158 pages

Annotation

Presented is the seminar notebook for an inservice training model to prepare special educators for roles as career education program developers, change agents, and catalysts within the structure of existing special education programs. Included are materials such as a listing of resources on career education, definitions of basic terms, graphs, and tables.

The bulk of the document consists of outlines relating to the following seminar topics:

Basic Concepts of Career Development
Definitions, Concepts, and Philosophy of Career Education
Career Education in Practice at the Elementary School Level
Exemplary Programs in Career Education
Career Education at the High School Level
Occupational Information
Values Clarification and Decision Making
Career Education at the Junior College Level
Self-Awareness
Sources of Occupational Information

Bibliography

Teacher Education for the Culturally Different.
Appendix C of a Final Report.

Schmitt, Henry E. 1973

Type of Media

Proposed Program

Cost Range

<$1 MF
$1-$5 HC

Descriptors

College and university programs, disadvantaged, inservice training, preservice training, staff development

User

Educators

Source

Center for Vocational and Technical Education, The Ohio
State University, 1960 Kenny Road, Columbus, OH 43210
ED 072 207, 38 pages

Annotation

Developed as part of a project designed to provide a synthesis of literature and practice relating to the career education of disadvantaged students, this proposed teacher education program attempts to represent a systematic orientation, induction, preparation, and professional continuum which eliminates the abrupt lines of terminal experiences normally associated with current agencies preparing teachers for the culturally different.

The proposed model, which is designed to place decision making power at the local shcool system level, consists of:

1) Phase 1, the preservice component, which is intended to prepare student teaching and professional university interns as well as clerical, teacher, and technical aides.

2) Phase II, the inservice component, which is designed to serve first-year teachers of minority students and teachers who have been actively involved in teaching these students.

3) Phase III, the graduate or internship component. The objectives, implementation strategies, and other information are provided for each component.

In addition to the proposed program, a discussion of qualities needed by effective teachers and descriptions of three agencies preparing teachers for the culturally different are included.

Bibliography

ABC--Instructional Packages: A Model Competency Based Program for the Preparation of Administrators of Occupational Career Education Programs

1975

Type of Media

Instructional Manual

Cost Range

<$1 MF
$15-$20 HC

Descriptors

Community resources and involvement, inservice training, personnel development, program evaluation, vocational guidance

User

Counselor

Source

Illinois State Board of Vocational Education and Rehabilitation, 101 N. First Street, Springfield, IL 62777
ED 107 866, 323 pages

Annotation

The guide contains 35 instructional packages for preparing career education administrators. Each of the instructional packages contains a rationale, a competency statement, instructional objectives, a pre-assessment, a listing of possible learning activities, and a proficiency test. In some cases supplementary or support materials are also included.

The first of five sections of the guide discusses general administration and contains packages regarding: organization structuring, recordkeeping, using data, solving problems, managing by objectives, scheduling, school plant planning, establishing accident prevention programs, budgeting purchasing, developing an educational philosophy, writing reports, and demonstrating professional behavior.

Section 2 on program planning contains packages regarding: using external resources, meeting program approval budget requirements, planning programing budgeting systems, preparation of the one- and five-year plan implementing career education programs, evaluating programs, constructing vocational surveys, and establishing cooperative programs.

Packages in Section 3 on personnel cover: developing job descriptions, ranking candidates, interviewing and hiring, orienting staff, inservice training, evaluating instruction, identifying legal requirements for personnel dismissal, and resolving grievances.

Packages in Section 4 on public relations cover: involving advisory groups, enlisting community support, and disseminating program information.

Section 5 packages on student services cover: vocational counseling, reducing dropouts, and working with special needs students.

Bibliography

Issues in the Preparation of Personnel for the Vocational Programming of Special Needs Students: Synopsis of Selected Materials

Abbas, Elizabeth K. and Patricia L. Sitlington, eds. 1976

Type of Media

Literature Review and Directory

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Career/vocational education models and programs, college and university programs, mainstreaming, multiple handicapped, trends and general overview

User

Educator
Counselor
Administrator

Source

Illinois State Office of Education, Division of Vocational and Technical Education, 100 N. First Street, Springfield, IL 62777 ED 118 828, 77 pages

Annotation

The document opens with a 14-page state of the art review discussing influences which affect educators who prepare personnel involved with special needs students. The influences include: professional dissatisfaction; leadership groups, including legislative bodies and professional organizations; current issues and trends, including career education, mainstreaming, and competency based teacher education; and a number of specific influences that affect teacher education.

The abstract section of the document is divided into the following topics:

1) Issues and trends in vocational and special education (books, papers, and articles covering: some issues in vocational education, mainstreaming--alternatives to special education classes, and the new school population--the severely handicapped)

2) Selected programs for special needs students (mostly descriptions of programs)

3) Issues in the area of competency based teacher education (including competency based teacher education, competency identification for vocational teacher education, and competency identification for special teacher education)

4) Existing university-level personnel preparation programs (giving program descriptions, location, and contact person)

Each abstract includes the title, author, publication, and date. A glossary of terms used in special education and vocational education is included.

Bibliography

Preparing Vocational and Special Educational Personnel to Work with Special Needs Students: A Teacher Education Resource Guide

Albright, Len and Gary M. Clark, eds. 1977

Type of Media

Guide

Cost Range

<$1 MF
$10-$15 HC

Descriptors

Curriculum materials, funding, resource guides and bibliographies, staff development, vocational education models and programs, vocational/education programming

User

Counselor
Teacher

Source

Illinois State Office of Education, Division of Adult Vocational and Technical Education, 100 N. First Street, Springfield, IL 62777 ED 145 605, 182 pages

Annotation

Intended as a resource and guide for teacher educators, the document presents information on training in vocational programming for special needs disadvantaged and handicapped students in public schools, with emphasis on the adolescent and adult population.

Section I reports on the current situation in preparation of vocational and special education personnel to work with special needs students.

Guidelines and strategies for teacher education coordination are considered in Section II.

Section III describes 25 specific programs preparing personnel to serve special needs students and special needs personnel. Usually included in each description are names and addresses of staff members, an overview of the program, a brief outline of purpose and offerings, and some future program directions.

In Section IV, 12 existing programs for special needs students are briefly described.

Section V provides two action plan instruments, one for a university-based institution and the other for action at the local education agency level.

A bibliography of approximately 30 resources for special needs personnel preparation and a bibliography of instructional resources displayed during two national teacher education workshops are presented in Section VI.

The final section consists of a guide to obtaining federal assistance for special needs vocational and career programming.

Bibliography	Career Education -- The State of the Art of Inservice Training Matilsky, Philip I. 1977
Type of Media	Presented Paper*
Cost Range	<$1 MF $1-$5 HC
Descriptors	Exemplary programs, handicapped, inservice training, legislation
User	Educator Administrator
Source	Council for Exceptional Children, Information Services & Publication Sales, 1920 Association Drive, Reston, VA 22091 703-620-3660 ED 140 588, 13 pages

Annotation

The author describes four exemplary inservice programs dealing with career education for the handicapped and reviews current issues in the field. Among programs cited are Project T.H.O.R. (Training Habilitators of the Retarded), a statewide inservice program for teachers and administrators working with the trainable mentally retarded, and the Vocational Education Inservice Training Project at the University of Kansas which has developed training packages for both vocational and special educators.

Inadequacies in the development of career education inservice programs include absence of programming at the elementary level and poor relations between vocational and special education personnel. Implications of P.L. 94-142, the Education for All Handicapped Children Act, in the field are discussed.

*Paper presented at the 55th Annual International Convention of the Council for Exceptional Children, April, 1977, in Atlanta, Georgia.

Bibliography

Preparing Vocational and Special Education Personnel
To Work with Special Needs Students: State of the Art

Brock, Robert J. 1977

Type of Media

Report

Cost Range

< $1 MF
$1-$5 HC

Descriptors

College and university programs, mainstreaming, personnel development, program development, programs and projects in career/vocational education, state teacher cert.

User

Educator

Source

Wisconsin University-Stout, Menomonie, WI 54751
ED 149 518, 53 pages

Annotation

Presented is information gathered by questionnaire and direct telephone interviews on programs preparing vocational and special education personnel to work with special needs students. Outlined are data gathering procedures (sample questionnaire and interview forms are included); resulting data on operational programs, projected programs, programs with a mainstreaming emphasis, and programs which were judged not to be designed to prepare vocational/special education personnel; and observations and recommendations on program development, state teacher certification and university training program articulation, program dissemination, mandated requirements, and responses of interested persons.

Listed among findings is that program information and information about adapted or developed materials in vocational/special education are practically nonexistent. Appended are a teacher certification directory, abstracts on 20 operational programs, a listing of projected programs, and a listing of programs offering one or two mainstreaming or inservice courses.

Bibliography

A Review and Analysis of Vocational Education Programming for Handicapped Individuals in the United States

Phelps, L. Allen 1978

Type of Media

Monograph

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Handicapped, state of the art, trends and general overview, vocational education

User

Administrator
Educator
Counselor

Source

Dr. L. Allen Phelps, Assistant Professor of Vocational Education, The Pennsylvania State University, University Park, PA 16802 814-865-8361 ED 157 297, 15 pages

Annotation

The monograph provides an overview of the current national state of the art in vocational education programming for handicapped individuals. Past and present practices are reviewed, emerging trends are noted, and future problems and challenges that need to be addressed are examined.

Note: Paper presented at the World Congress on Future Special Education, June 25-July 1, 1978.

GUIDANCE, COUNSELING, AND OTHER SUPPORT SERVICES

Bibliography

Counseling Resources 1980: Publications Catalog of the American Personnel and Guidance Association

1980

Type of Media

Catalog

Cost Range

Free

Descriptors

Resource guide, guidance and counseling

User

Educator
Counselor

Source

American Personnel and Guidance Association, Two Skyline Place, Suite 400, 5203 Leesburg Pike, Falls Church, VA 22041

24 pages

Annotation

Printed in newspaper form, this catalog of the APGA contains more than 100 books and 100 films for counselors and members of the helping professions.

Contents include:

Books

Cassette Tapes

Periodicals

Films

APGA Membership Form

Publication Order Forms

Indexes

Bibliography

A Guide and Policy Manual on Vocational Instruction and Supportive Services for Disadvantaged and Handicapped Persons

1975

Type of Media

Manual

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Disadvantaged, handicapped, organizations and services (D/H), resource guide

User

Educator
Counselor
Administrator

Source

North Dakota State Board for Vocational Education, State Office Building, 900 East Boulevard Avenue, Bismarck, ND 58505

ED 117 545, 24 pages

Annotation

The manual is designed to provide a guide for vocational education programs and supportive services for North Dakota's disadvantaged and handicapped population at all levels. It is intended to provide the technical assistance as well as the procedures that will be valuable in organizing and administering occupational training programs for the disadvantaged and handicapped.

Topics include specific requirements for receiving special services, services that may be funded (with examples), identification of handicapped or disadvantaged persons, application procedures for a disadvantaged or handicapped program, and the reimbursement rate for special needs programs in North Dakota.

Bibliography Guidance, Counseling, and Support Services for High School Students with Physical Disabilities

1977

Type of Media Handbook

Cost Range $15-$20 HC

Descriptors Attitudes, daily living skills, guidance and counseling, inservice training, measurement and evaluation, placement

User Counselor

Source Technical Education Research Centers, Inc., 44 Brattle Street, Cambridge, MA 02138 617-547-0430

Annotation

1) An Overview of Physical Disabilities and Health Problems: visual impairments, hearing impairments, diabetes mellitus, muscular dystrophy, cerebral palsy, traumatic spinal cord injuries, epilepsy, cystic fibrosis, other physical disabilities and health problems, suggested materials.

2) Coordinating the Delivery of Services: strategies for planning, coordinating and delivering services, inservice training, materials.

3) Personal Adjustment: attitudes toward persons who are physically disabled, self-concept, adjustment to physical disability, sexuality and family life, development of independent living skills, development of recreational interests and skills, interpersonal relationships, group counseling, bibliotherapy, personal adjustment materials.

4) Education Planning: educational placement, course selection, consultation with faculty, accommodations in instructional services, architectural accessibility, orienting students to the school, college advisement, educational planning materials.

5) Career Development and Guidance: career development K-12, special concerns in counseling disabled students, career orientation, job-seeking and job survival skills, work-oriented activities, career development and guidance materials.

6) Vocational Assessment: sites for vocational assessment, components of a vocational assessment plan, interpreting vocational assessment results, work adjustment, vocational assessment materials.

7) Psychometric Testing: P.L. 94-142 mandate on protection of human subjects, guidelines for nondiscriminatory testing, testing hearing impaired

students, testing students with neuromuscular-orthopedic impairments or chronic health problems, psychometric testing materials.

8) Job Placement: planning specialized job placement services, legislation, job development, job adaptation, job placement materials.

9) Parent Involvement: parent counseling, encouraging parent involvement, legislation regarding parent rights.

Also includes sections concerning national organizations, national directories of services and materials, and state resources.

Bibliography General Information to Help the Recently Disabled

1974

Type of Media Booklet

Cost Range $1-$5

Descriptors Attitudes, daily living skills, employment, rehabilitation services and facilities

User Educator, Counselor, Administrator

Source Human Resources Center, I.U. Willets Road, Albertson, NY 11507

24 pages

Annotation

This booklet has been prepared to assist the disabled individual in finding the means to be self-sufficient, developing an awareness of the opportunities available and seeking the knowledge to return to the world of independence.

Contents include:

1) The Rehabilitation Facility
2) Challenge of Independent Living
3) Living with a Disability
4) Rehabilitation Equipment
5) Financial Assistance
6) Work - The Way Back
7) Transportation
8) Recreation and Travel
9) Attitude - and Striving for Independence

Bibliography Directory of Organization Resources for Handicapped

1979

Type of Media Directory

Cost Range Free

Descriptors Organizations and services (directories), resource guide

User
Educator
Counselor
Administrator

Source
Governor's Committee on Employment of the Handicapped,
State of Missouri, P.O. Box 59, 1904 Missouri Blvd.,
Jefferson City, MO 65104 314-751-2600 or 800-392-8249 *

100 pages

Annotation

This directory is a list of organizations and agencies in Missouri concerned with handicapped individuals. The directory contains two separate indexes:

1. Alphabetical by agency/organization
2. Geographic by city and town

Contents include:

- Organizations
- Agencies
- State Agencies
- Federal Agencies
- Sheltered Workshops
- Veterans
- Index

*Teletyped for the hearing impaired.

Bibliography

Guidance Needs of Special Populations

Information Series No. 145 1979

Type of Media

Monograph

Cost Range

$1-$5

Descriptors

Career guidance, personal counseling

User

Counselor
Educator

Source

The National Center for Research in Vocational Education,
The Ohio State University, 1960 Kenny Road, Columbus, OH
43210

Annotation

The background, characteristics and unique problems of specific special populations are examined in this paper. Recommendations are made for meeting the guidance needs of these special populations. The target populations discussed include the disadvantaged, handicapped, and those whose cultural background is different from the majority in this country. In particular, theories proposed by three counselor-educators are presented to assist counselors attempting to meet the needs of students from minority backgrounds.

Bibliography

Counseling the Urban Poor

1970

Type of Media

Monograph

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Disadvantaged, guidance and counseling, inservice training, staff development

User

Counselor

Source

New York State Education Department, Bureau of Guidance,
Albany, NY 12224

ED 038 484, 22 pages

Annotation

This publication is designed as a briefing for personnel working at all levels in agency programs focused on serving the disadvantaged section of the urban community. The productive activities of counselors staffing these programs and the supervisory rationale are described.

A counseling program designed to meet the needs of the urban poor must provide a way for people to make sense of their total experiences. A logical and economical way to do this is to assume responsibility for coordinating activities and providing many needed services.

The use of an organization which is flexible as to size of groups is contended to provide more service and more intensive service than is now available. Counselors assuming these responsibilities will need opportunities of examining and working with alternative ideas and solutions.

A comprehensive program of staff development including counselor-supervisor meetings, extensive use of tapes, group conferences, monthly regional conferences, annual conferences, and a thirty-hour inservice training course is suggested in the counselor-supervisor helping relationship.

The goal of developing a counseling organization by the supervisor integrated and responsive to its clients is held to be imperative of final achievement in facing the challenge of serving the poor.

Bibliography

Aides to Career Education: Career Advisor Handbook

1975

Type of Media Handbook

Cost Range
<$1 MF
$5-$10 HC

Descriptors Disadvantaged, guidance and counseling, paraprofessionals, program evaluation, vocational education

User Counselor

Source Los Angeles City Schools, California Division of Career and Continuing Education, Los Angeles, CA
ED 120 418

Annotation

The handbook is designed for career advisors and counselor aides in the Los Angeles City Schools Career Guidance Counselor Aide Program. The program was established to provide intensive career guidance supportive services for disadvantaged vocational students enrolled in regular district vocational programs within the framework of the district plan for vocational education.

The handbook provides information on:

1) The classification of aides including job definitions

2) The use of aides by presenting guidelines for their most effective utilization

3) A definition of the legal responsibilities of teachers and aides within the program

4) Program accountability and evaluation including sample program data sheets

The body of the document (77 pages) consists of 11 appendixes of supplementary materials including:

1) Information on the Instructional Aide Job Description

2) Referral Agencies

3) Rules and Regulations of the Los Angeles School District

4) The Pupils Right to Privacy

5) Guidelines for Administering Individual Tests

6) A Three-Page Annotated Bibliography

7) A Self-Evaluation Questionnaire for Paraprofessionals

8) A Class Description for Career Advisors

Bibliography

Aids to Career Education: Counselor Aide Handbook

Sandoval, Bernardo, and Dorothy Ray 1975

Type of Media Handbook

Cost Range <$1 MF
$1-$5 HC

Descriptors Bibliographies, college and university programs, disadvantaged, employment information, guidance and counseling, legislation, paraprofessionals

User Counselor

Source Los Angeles City Schools, California Division of Career & Continuing Education, Los Angeles United School District, Los Angeles, CA 90007 ED 117 480

Annotation

The handbook, designed for use by career advisors and counselor aides working with disadvantaged students in regular Los Angeles Unified School District vocational programs:

1) Provides information for the classification of counselor aide (job definition, typical duties, and qualifications)
2) Guidelines for effective utilization of aides
3) Information on program accountability and evaluation

Copies of a task analysis chart, program data sheets, and counselor aide log are included as well as definitions of academically, socially, economically, culturally disadvantaged persons.

The document predominantly consists of 10 appendixes:

- Counselor Aide Employment Information
- An Annotated List of Referral Agencies
- District Personnel Rules and Regulations
- Legislation and Regulations Related to Pupils' Rights to Privacy
- Concurrent Enrollment Opportunities in Two-Year Colleges
- Guidelines for the Administration of Individual Tests
- Selecting a Career and Getting a Job

- Los Angeles City College Two-Year Counselor Aide Program
- Annotated Bibliography
- Self-Evaluation for Paraprofessionals

Bibliography

The Counselor's Role in IEP Development*

Wheaton, Peter J. and Arvil F. Vandergriff 1978

Type of Media

Speech

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Guidance and counseling, IEP development, legislation, personnel development

User

Counselor
Educator
Administrator

Source

(Available through ERIC only)

ED 174 896, 22 pages

Annotation

Training techniques available for school counselors which can be utilized in working with regular classroom teachers, special education teachers, placement committee staffings and in the liaison role currently emerging are described. The materials presented address the following areas of concern:

1) Recent trends in special education programming, such as the requirements of P.L. 94-142, which have contributed to a changing counselor role

2) The challenge of the individualized education program (IEP), which details the unique needs of the handicapped and is accentuated by the requirement that a group of people develop, implement as well as monitor the program

3) Strategies for effective group problem solving which appear to be the responsibility of the school counselor

4) The potential for the counselor's skillfulness in human relations to have a positive effect on a staffing committee's group decision regarding IEP's

The appendices contain the inserts which provide the model and forms for use in developing IEP's.

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*Presented at the Conference of the Florida Personnel and Guidance Association in Orlando on November 16-18, 1978.

Bibliography

Occupational Counseling for Physically Handicapped Students: A Demonstration and Training Project

Goldman, L. and B. Flugman 1976

Type of Media

Report

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Attitudes, career guidance, personnel development (counselor), physically impaired, rehabilitation services and facilities

User

Counselor

Source

Office of Occupational and Continuing Education, New York State Education Department, 99 Washington Avenue, Albany, NY 12230
ED 132 811, 96 pages

Annotation

A report of a project to provide occupational counseling to over 60 physically handicapped high school students is presented. Noted are project goals involving direct and indirect provision of services to the students, the training of counselors through a one-year internship, and the development of a model for a counseling specialty within the special education framework. Sections are given on the introduction and background of the project, application of the counseling program in the schools, the role model, and a half-day conference held at the end of the year. A major section provides descriptive and comparative student data including characteristics of the student population, results of evaluations of students' career maturity and career plans, their ratings of life space, and teacher ratings of students.

Noted among the conclusions are career maturity characteristics of physically disabled high school students, attitude changes in counseling interns, and transferability of counseling skills to other kinds of handicapped clients.

A listing of materials disseminated by the project, sample newsletters, and a student information form are appended.

Bibliography

Guidance and the Teaching of Reading. Reading Aids Series

Strang, Ruth 1973

Type of Media

Book

Cost Range

<$1 MF
$1-$15 HC

Descriptors

Academic counseling, interpersonal skills training, personal counseling

User

Educator
Counselor

Source

International Reading Association, Six Tyre Avenue,
Newark, DE 19711 (Order No. 207)
ED 076 965

Annotation

The purpose of this book is to show the relationship between the counselor and the teaching of reading, and to show how the reading teacher and reading specialist may help prevent or solve guidance problems.

The book is composed of five sections:

Section 1, "Related Principles, Functions and Techniques," discusses educational guidance, personal-social adjustment, vocational guidance, cumulative personnel records, interviews, and conferences.

"Guidance In Developmental Reading," Section 2, deals with guidance in beginning reading, continued guidance in the primary grades, reading development in the intermediate grades, guidance in the junior high school, and high school and college reading.

Section 3, addresses educational and vocational guidance problems, dropouts, delinquency and discipline problems, emotional problems and reading difficulties.

Section 4, "Guidance in the Reading Development of Exceptional Children," deals with the mentally retarded, able learners, severe reading disability cases, and the physically handicapped.

The last section, "The Team Approach," looks at the contribution of the counselor, the contribution of the reading specialist, and the preparation which they need.

Bibliography

College, Careers and You
SRA Guidance Series

Plummer, Robert H. 1971

Type of Media

Book

Cost Range

$5-$10

Descriptors

Career awareness and opportunities, career guidance, visually impaired

User

Counselor
Educator

Source

American Printing House for the Blind, Inc., 1839
Frankfort Ave., Louisville, KY 40206

Annotation

This guidance text is for use in grades 9-12. It offers information and suggestions about career possibilities in view of the changing job market. The kind of preparation needed to be competitive in the job market and where to gain that preparation is discussed.

Additional reading material is provided.

Available in braille ($7.60) or large type series ($4.55).

Bibliography	Deciding on Your Career - A Kit 1978
Type of Media	Multi-Media Kit
Cost Range	$75-$100
Descriptors	Career awareness and opportunities, career exploration, decision making skills, instructional management, vocational guidance
User	Educator
Source	Changing Times Education Service, 1729 H Street N.W., Washington, DC 20006

Annotation

Information on careers and career choices designed to assist in choosing the best way to select a job is presented. The price includes 30 copies of the book, Deciding on Your Career.

The kit includes:

1) Careers I'd Like to Explore (Duplicating Material) - Consists of duplicating masters designed to help students look at themselves and jobs they would like to do.
2) Deciding on Your Career (Book format, 24 pages, soft cover, 30 copies included with kit) - Assists the student in choosing the best way to select a job.
3) Doing Your Own Thing (Filmstrip) - Presents a series of interviews designed to convey the importance of seeking and evaluating advice in deciding on a career.
4) Exploring Places to Work (Filmstrip) - Discusses the occupational cluster concept, a systematic method by which students can examine different careers.
5) Guide to Teaching (Reference Material) - Includes program rationale and suggested strategies for using kit resources.
6) Picking a Career? (Duplicating Material) - Consists of duplicating masters designed to help students look at themselves and jobs they would like to do.

7) Where are the Career Opportunities? (Prepared transparency, black and white) - Provides a broad view of current types of jobs and a prediction of which jobs will be available.

8) Where People Work - (Prepared transparency) - Provides a broad view of current types of jobs and a prediction of which jobs are likely to be available.

Bibliography

Your Personality and Your Job

SRA Guidance Series 1971

Type of Media Book

Cost Range $5-$10

Descriptors Career guidance, resource guides and bibliographies, visually impaired, vocational guidance

User Educator

Source American Printing House for the Blind, Inc., 1839 Frankfort Ave., Louisville, KY 40206

98 pages

Annotation

A guidance text, applicable for blind and partially sighted, for grades 9-12, discusses the relationship between personality and work. It emphasizes the importance of personality and education in choice of jobs and highlights some psychological and social satisfactions that can be found in different vocations. This book includes a bibliography and is available in both braille and large type.

Bibliography
Movin' On; A Resource Guide for Young Adults
Baker, James 1979

Type of Media Resource Guide

Cost Range $1-$5 HC

Descriptors Architectural barriers, community resources and involvement, daily living skills, guidance and counseling, resource guides, work adjustment, advocacy, legislation

User
Counselor
Educator
Administrator

Source
Special School District of St. Louis County. 12110
Clayton Road, Town and Country, MO 63131
163 pages

Annotation

This handbook was compiled to provide handicapped young adults with information about resources in the metropolitan St. Louis area. However, much of the information provided is applicable to any handicapped individual in any location.

Contents include:

1) After School--What?

2) Getting There

3) Community Services--Numbers to Know

4) You and Vocational Rehabilitation

5) Evaluation and Work Adjustment Training

6) Workshops and Activities Centers

7) You and the World of Work

8) Social Security and Supplementary Security Income

9) Federal Legislation Relating to Employment of the Handicapped

10) Advocacy

11) Housing and Independent Living

12 Architectural Accessibility

13 Sex and Marital Counseling Resources

14 Social and Recreational Activities

15 Special Interest Publications

Funded under the Career Alternatives for Handicapped Children Project, this well-illustrated handbook could serve as an excellent guide for developing a similar publication designed for any locality.

Bibliography

From Hospital to Community: A Self-Help Program to Promote the Transition

Kutner, Bernard et al. 1971

Type of Media

Rehabilitation Program

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Physically disabled, placement, social skills, transportation

User

Educator
Counselor

Source

National Technical Information Service, Springfield, VA 22151
Report No. 214-397-2 122 pages

Annotation

Vocational placement, social needs, and the lack of proper transportation for disabled persons are major problems to be solved if physically handicapped people are to function in community life. Mobilization for Maturity was a research and demonstration project which utilized a self-help approach to help disabled people to re-enter community life after long-term hospitalization. During the three-year project, the initial membership was studied intensively in before-and-after interviews spaced one year apart.

Bibliography Learning Together and Alone: Cooperation, Competition, and Individualization

Johnson, David W. and Roger T. Johnson 1975

Type of Media Book

Cost Range $5-$10

Descriptors Instructional management, methodology

User Educator

Source Prentice-Hall, Inc., Englewood Cliffs, NJ 07632

215 pages

Annotation

This book is intended for teachers who want to match appropriate student interaction patterns with instructional goals and want to create a predominately cooperative classroom. By systematically using cooperative, competitive, and individualized goal structures, a teacher can improve relationships with students and influence the processes of learning. Teaching will be more enjoyable, more productive, and much easier.

Contents include:

1) Increasing Teachers' Effectiveness and Fun
2) Goal Structures, Learning Processes, and Instructional Outcomes
3) Reexamination of the Use of Cooperative, Competitive, and Individualistic Goal Structures
4) Selecting the Appropriate Goal Structure
5) Implementing Goal Structures
6) Student Acquisition of Appropriate Skills
7) Putting It All Together
8) Monitoring Your Classroom: Listening, Watching, and Reflecting
9) Evaluating Outcomes and Communicating Results
10) Teacher Concerns and Classroom Management

Bibliography

Cross-Age Helping Program: Orientation, Training, and Related Materials

Lippitt, Peggy et al. 1971

Type of Media Training Manual

Cost Range $5-$10

Descriptors Paraprofessionals, program evaluation, self-concept and self-awareness, social skills, staff development

User

Administrator
Teacher
Counselor

Source Mrs. Peggy Lippitt, Center for Research on Utilization of Scientific Knowledge, Institute for Social Research, The University of Michigan, Box 1248, Ann Arbor, MI 48106

Annotation

The Cross-Age Helping program is based on the premise that helping older children and youth to be co-workers with adults will help provide: 1) continuity of socialization experiences in the lives of the young; 2) a means for significant connection between youth and elders; 3) an important apprenticeship in the applied social skills basic to parenthood, the helping professions, and the development of one's self-regard and identity as a significant influence in the lives of others; 4) an enrichment experience as part of the school program; and 5) younger students with an opportunity for an individualized program.

This is a dissemination package to help start a Cross-Age Helping Program. The guidebook contains information in the following areas:

- Part I--Suggestions for starting a Cross-Age Program; contains model letters for teachers and administrators to explain and initiate the program.
- Part II--Staff team building; suggests a sequence of activities to aid in planning a Cross-Age Program.
- Part III--Skill package of techniques for training older student helpers.
- Part IV--Seminars for student helpers; includes outlines for 12 seminar sessions.
- Appendices--Copies of articles written about the Cross-Age Helping concept and programs; evaluation forms for use by teachers in the program; an evaluation report from the Ontario-Montelair (California) project; scripts of the record and film strip on Cross-Age Helping; and a bibliography for additional reading.

Bibliography	Developing Potentials for Handicaps
Type of Media	Annotated Bibliography
Cost Range	$1-$5 HC
Descriptors	Bibliography, home economics, organizations and services (H), physically impaired
User	Educator Counselor
Source	Minnesota Home Economics Association, c/o Garrett Russell, 452 Upton, Avenue S., Minneapolis, MN 55405

Annotation

This guide provides annotated references on information and service resources for disabled people, for professionals who work with disabled people, and for professionals who develop and administer programs for and about handicapped individuals.

Types of materials referenced include:

- Books
- Booklets
- Audiovisuals
- Bibliographies
- Periodicals
- Organizations

Bibliography

Programming for Handicapped Students at the Secondary Level: Responding to Public Laws: Administrator's Manual

Moore, Jean J., and Vance S. Engleman, eds. 1977

Type of Media

Manual

Cost Range

<1 MF
$1-$5 HC

Descriptors

Adaptive equipment (instruction and employment), career awareness and opportunities, IEP development, job restructuring, legislation, personnel development, placement

User

Administrator

Source

Southwest Regional Resource Center, 2363 Foothill Drive,
Suite G, University of Utah, Salt Lake City, UT 84109
801-581-6281 ED 146 747, 75 pages

Annotation

Designed in response to three pieces of legislation (Public Law 94-142, Section 504 of Public Law 93-112, and vocational education legislation in Public Law 94-482), the administrator's manual provides information on planning the full spectrum of appropriate services needed in educational programs for handicapped students at the secondary level.

The manual is divided into four areas:

1) The Operational World which focuses on the development of appropriate services

2) The Student World which focuses on the kind of information necessary to assure appropriate student placement

3) The Training World (divided into programs and instructional materials and equipment sections) which focuses on the cascade of placement options

4) The Work World which focuses on the maximizing of career options

For each of the four areas major functions and components are identified, the related statutes are cited, and recommended practices are detailed. Additional empty columns are provided for inclusion of state laws and regulations, and for jotting down identified local resources. Among the functions covered in the areas are the following: personnel development, individualized educational programs, individual vocational training, adaptive equipment and adapted work settings, and job placement.

Appended are a directory of contributors and a conference schedule.

Bibliography

"Assisting the Physically Handicapped: An Identification and Development of Apparatus for Laboratory/Shops"

Bruwelheide, Kenneth L. 1979

Type of Media

Pamphlets
Paper

Cost Range

Minimal

Descriptors

Physically impaired, legislation, adaptive equipment (employment & instruction), program evaluation

User

Educator

Source

Kenneth L. Bruwelheide, Assistant Professor, Department
of Agricultural and Industrial Education, Montana State
University, Bozeman, MT 59717 406-994-2132

Annotation

This paper was presented at the American Vocational Association Convention in Anaheim, California, on November 30, 1979. Dr. Bruwelheide outlined a research project. The purposes were to:

1) Identify that segment of the public school population known as the handicapped and, specifically, the physically handicapped.

2) Summarize legislation pertinent to public education of the handicapped.

3) Design, develop, and test apparatus that will permit physically handicapped individuals to properly, safely, and independently use shop tools and equipment.

4) Develop a set of working drawings of the above apparatus for distribution to teachers of industrial arts and vocational agriculture.

5) Develop a model for both teacher assessment of physically handicapped student capabilities/limitations and the instructional integration of needed technical skills.

Drawings, to date, of apparatus include:

1) Laboratory Workbench for the Handicapped

2) Radial Arm Saw-Cutting Platform for the Handicapped

3) Adaptive Router Table for the Handicapped

4) Adaptive Drill Press Table for the Handicapped

5) Adaptive Jig Saw Fixture for the Handicapped

6) Wheelchair Platform and Ramp for the Handicapped

Project research pamphlets are available upon request.

Bibliography

Architectural Barriers Removal - Resource Guide

1979

Type of Media

Resource Guide

Cost Range

Free

Descriptors

Architectural barriers, organization and services (directories), physically impaired, resource guide

User

Administrators
Employers

Source

U.S. Department of Health, Education, and Welfare, Office for Handicapped Individuals and Architectural and Transportation Barriers Compliance Board, Washington, DC 20201
Publication No. (OHDS) 79-22006

Annotation

This publication lists available resources which can meet the informational needs, indicating where funding can be obtained and which publications are available through various agencies of the federal government. Listed are those informational resources which focus entirely on the area of architectural barriers or those which have a longstanding record of success in this area.

Bibliography

The Nature of Barriers and Strategies for Overcoming Them

Dahl, Peter R. 1977

Type of Media Monograph

Cost Range <$1 MF
$1-$5 HC

Descriptors Attitudes, architectural barriers, communication skills, multiple handicapped, placement, student-oriented skills

User Educator

Source Council for Exceptional Children, Publication Sales,
1920 Association Drive, Reston, VA 22091
703-620-3660 ED 139 179, 14 pages

Annotation

This monograph addresses the following topics:

1) The Nature of Barriers
   - Barriers as Interactions of Environmental Demands and Personal Capabilities
   - Strategies for Overcoming Barriers
   - Overview of Ongoing Research
2) Vocational Training and Placement of the Severely Handicapped (VOTAP) Project.
3) The Overcoming Barriers to Mainstreaming Project
4) Some Barriers and Ways to Overcome Them
   - Attitudinal Barriers
   - Communication Barriers
   - Environmental Barriers
   - Skill Barriers
5) Conclusions

Bibliography	Facilities Planning Guide for Special Education Programs: Planning Accessibility for Handicapped in Public Schools Brooks, Kenneth W. 1979
Type of Media	Guide
Cost Range	< $1 MF $1-$5 HC
Descriptors	Architectural barriers, legislation
User	Administrator Educator Counselor
Source	National Association of State Directors of Special Education, 1201 16 Street, N.W., Washington, DC 20036 ED 177 762, 29 pages

Annotation

The guide details characteristics to provide architecturally accessible special education programs for handicapped students. Impetus for the accessibility movement is traced to legislation, including the Architectural Barriers Act and Sections 503 and 504 of the Rehabilitation Act of 1973. Planning features considered are the development of a master plan, identification of qualitative and quantitative needs, determination of resources, and staff involvement.

A final section outlines specific accessibility requirements and current and proposed ANSI (American National Standards Specifications) standards for general interior considerations, specific areas within facilities, ground and floor surfaces, parking and passenger loading zones, ramps, stairs, elevators, drinking fountains, bathrooms, alarms, signage, telephone, and assembly areas.

Bibliography

Physical Accessibility of Public Supported Vocational Schools for Handicapped Students

1978

Type of Media

Study Report

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Architectural barriers, needs assessment, vocational education

User

Administrator
Educator
Counselor

Source

Associated Educational Consultants, Inc., N. Allegheny Office and Research Park, McKnight and Pine Creek Roads, P.O. Box 15073 Pittsburg, PA 15237 ED 177 287, 73 pages

Annotation

A study was conducted to:

1) Identify what structural changes need to be made to existing buildings in order to make vocational programs accessible to handicapped persons in Pennsylvania

2) Determine the costs of making required structural modifications

Ten persons who were either handicapped or who were associated with programs designed for handicapped were interviewed to develop a checklist to be used by the evaluators when conducting on-site visits. The checklist consisted of a list of 15 physical barriers for handicapped students. Site visits were conducted to 78 area vocational-technical schools, 16 comprehensive high schools, and 15 community colleges.

Among the findings was that none of the schools was in full compliance with the provisions of Section 504 of the Rehabilitation Act of 1973. In order to make all vocational programs accessible to handicapped persons, it is estimated that the total cost for needed modifications is $2,562,921 in area vocational-technical schools, $499,468 in community colleges, and $834,550 in twelve comprehensive high schools.

The accessibility checklist is appended.

Bibliography
Workshop on the Work-Study Experience Program

Plummer, Jack M., ed. 1976

Type of Media
Workshop Summary

Cost Range
<$1 MF
$1-$5 HC

Descriptors
Mentally retarded, work study, rehabilitation services

User
Educator
Counselor

Source
Arkansas Rehabilitation Research and Training Center,
Arkansas University, Fayetteville, AR 72701
ED 113 464, 62 pages

Annotation

This summary of a two-day workshop for education and rehabilitation personnel working with the mentally retarded student-client, contains the rationale for work-study experience programs, guidelines for establishing and maintaining a program, and information on various stages of the process.

The following papers, which are included in the document, were presented:

John R. Peck (Department of Special Education, University of Texas, Austin), "Why We Need Work-Study Programs"

Stanley Fudell (Department of Special Education, Texas Tech University, Lubbock), "Planning and Implementation of a Work-Study Program"

Tom J. Hicks (Director of Special Education, Arkansas State Department of Education), "Status of Program Standards and Accreditation for Work-Study Programs in Arkansas"

Two role-playing panel discussions, also included, were held to exemplify the establishment of a work-study experience program and to provide insight into the cooperative nature of the program and familiarization with the student-client.

Bibliography

Personalizing Education: Values Clarification and Beyond

Howe, Leland W. and Mary Martha Howe 1975

Type of Media

Instructional Strategies Text

Cost Range

$5-$10

Descriptors

Instructional management, personal counseling, social skills, values clarification

User

Educator
Counselor

Source

Hart Publishing Company, 12 East 12 Street, New York, NY 10003 212-260-2430
574 pages

Annotation

Values clarification is presented as an integral part of every dimension of the classroom. It is a way of thinking about teaching, a way of relating to students, and a way of personalizing education so that every student can achieve his or her full potential.

A personalized classroom is viewed as one in which a high priority is placed on facilitating personal growth. Many useful methods for personalizing education are discussed. Specific examples are given which the teacher or counselor can apply.

This book contains a four-part elaboration of techniques for personalizing education which focuses on:

1) Human relationships, etc.

2) Goals in the classroom

3) Curriculum

4) Classroom organization and management

Over 100 specific strategies, accompanied with congruent worksheets, are included in the text.

Bibliography

Supportive Services for Special Needs Students in Mainstreamed Vocational Education Programs: Guidelines for Implementation

1979

Type of Media

Guide

Cost Range

< $1 MF
$1-$5 HC

Descriptors

Grant writing and funding, instructional management, mainstreaming, placement, postemployment services, rehabilitation services and facilities

User

Counselor
Educator
Administrator

Source

Bureau of Vocational, Technical, and Adult Education, West Virginia State Department of Education, 1900 Washington Street East, Charleston, WV 25305 ED 174 836

Annotation

Designed for vocational instructors and local school administrative personnel, these guidelines suggest ways for improving the vocational education of mainstreamed special needs students by providing supportive services to best meet visually handicapped, orthopedically impaired, seriously emotionally disturbed, or learning disabled.

The first of six sections discusses the identification of and prescription for students with special needs. Section 2 relates instructional supportive services and the role of the vocational instructor. The third section expands upon the relationship of guidance and counseling services and the role of the vocational instructor. Section 4 discusses the identification of job opportunities, job placement, and follow-up services and the role of the vocational instructor. The fifth section describes corrective and other supportive services designed specifically for those students with physical related problems and supportive services available outside the local school. The final section describes funding provisions for excess costs involved in providing supportive services for special needs students in regular vocational education programs.

A sample listing of out-of-school support agencies providing support to persons with disabilities is given.

Bibliography

Job Counseling and Placement for the Use of Basic Skills
Volume 2: Jobs

Munger, Sara J., Earl L. Seiler, and James W. Altman
1977

Type of Media

Handbook

Cost Range

<$1 MF
$20-$25 HC

Descriptors

Employment, job development, learning disabled, mentally retarded, placement, task analysis, work-related competencies

User

Counselors

Source

Synectics Corporation, 4790 William Flynn Highway,
Allison Park, PA 15101
ED 146 451, 400 pages

Annotation

Primary intended users of this second volume of a two-volume handbook are professional counselors and placement officers involved in expanding the range of jobs available to persons having only basic cognitive skills; e.g., mentally retarded, slow learners, learning disabled. A summary of job requirements is presented for more than 8,000 occupations selected from the more than 14,000 occupations listed in the third edition of the Dictionary of Occupational Titles (DOT).

The information is intended to support the counseling and placement actions suggested in Volume 1. Each of the occupations included has been judged by analysts to have requirements not in excess of an eighth grade level of educational development. Each occupation has also been evaluated for the purpose of determining the level of mental processing required on inputs from sensory modes--sight, audition, touch/kinesthesis, taste, and smell. None are expected to require more than one year of vocational preparation with many requiring even less preparation. Content is structured by DOT classification.

Major occupational categories include:

1) professional, technical, and managerial
2) clerical and sales
3) service
4) farming, fishing, forestry, and related
5) processing
6) machine trades
7) bench work
8) structural work
9) miscellaneous

Bibliography	Job Counseling and Placement for the Use of Basic Skills Volume 1: Techniques Munger, Sara J., Earl L. Seiler and James W. Altman 1977
Type of Media	Handbook
Cost Range	<$1 MF $5-$10 HC
Descriptors	Mentally retarded, learning disabled, guidance and counseling, placement, work related competencies, job development
User	Counselor
Source	Synectics Corporation, 4790 William Flynn Highway, Allison Park, PA 15101 ED 146 450, 103 pages

Annotation

Primary intended users of this first volume of a two-volume handbook are professional counselors and placement officers involved in expanding the range of jobs available to persons having only basic cognitive skills; e.g., mentally retarded, slow learners, learning disabled. Agencies which would find it useful include employment service offices, schools, rehabilitation agencies, sheltered workshops, private employment agencies, government personnel offices, business, and industry.

The handbook broadly summarizes knowledge about jobs (Volume 2) and counseling-placement activities (Volume 1) relative to the use of basic skills. General and specific reference is made throughout to more detailed techniques and information.

Suggestions in this first volume are presented within chapters which correspond to the sequence of activities performed. Chapter 1 suggests ways to assure a full and fair definition of the capabilities of each client. Steps that counselors and placement officers might take to expand the client's job competencies are suggested in Chapter 2. Chapter 3 describes how to use existing job availability information to find appropriate jobs for the client group, and Chapter 4 deals with creating or developing additional job opportunities. Chapter 5 suggests ways in which information about specific clients and specific job opportunities can be brought together to optimize the client placement.

General guidance for the collection and use of data by which managers and administrators can enhance the counseling-placement process are presented in the appendix. (Volume 2, available separately, summarizes requirements and information for more than 8,000 relevant occupations selected from the more than 14,000 listings in the Dictionary of Occupational Titles.)

JOB PLACEMENT

Bibliography

A Handbook for Employment Orientation for Teachers of Special Needs Students

Gershon, Theodore J. 1973

Type of Media

Handbook

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Handicapped, models and programs in career education, vocational education/programming, work attitudes, work habits, work simulation

User

Educator
Counselor

Source

Division of Vocational Education, New Jersey State Department of Education, 225 West State Street, Trenton, NJ 08625

ED 109 834, 37 pages

Annotation

The rationale for and development of employment orientation programs for handicapped secondary students in New Jersey are discussed. Background information (including operational definitions of handicapped children and a review of the historical development of special education) is provided. It is explained that the employment orientation programs, which emphasize appropriate work habits and attitudes, consist of two parts: a simulated work phase and basic skill training for specific vocational areas.

Discussed is the importance of a total career development approach from kindergarten through high school, and cited are examples of New Jersey vocational secondary programs (including integrated programs and sheltered workshops).

A final section touches on basic principles of teaching the handicapped child.

Bibliography

Handb[illegible] for Work Experience Program

Roskos, Frank C. 1976

Type of Media Handbook

Cost Range < $1 MF
$1-$5 HC

Descriptors Career experience, community resources and involvement, mentally retarded, post-employment services, rehabilitation, services and facilities, vocational evaluation

User Counselors

Source Merrill Area Public Schools, Wisconsin, or Wisconsin Division of Vocational Rehabilitation, Madison, WI 53703 ED 116 386

Annotation

Presented is a handbook on the Merrill area (Wisconsin) public schools program for providing work experience for mentally handicapped and other special education students in high school.

Brief sections cover information on the following program areas:

1) Objectives (such as to assist the student in making a job choice).
2) Cooperation with and services provided by the Division of Vocational Rehabilitation (DVR)
3) Course of study
4) Enrollment of students in DVR
5) Pupil qualification
6) The teacher-counselor role
7) Supervision of work experience
8) Work permits
9) Grading policies
10) Compensation
11) Criteria for selecting community employers (such as facilities which offer a proper learning opportunity)

12) Transportation

13) Psychological services

14) Sheltered workshops (an evaluation of vocational skills and a program for work adjustment)

15) Follow-up services

Appended are forms for a student survey, student evaluation by employer, work experience report, work permit, application for subminimum wage license, and application for vocational rehabilitation.

Bibliography

Handbook for Analyzing Jobs
U.S. Department of Labor--Manpower Administration
1972

Type of Media

Book

Cost Range

$1-$5

Descriptors

Job analysis, job development, job restructuring

User

Educator
Counselor

Source

Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 2900-0131)
345 pages

Annotation

This book describes in detail specific techniques of job analysis. These techniques are adaptable and flexible to meet objectives such as job restructuring and job development.

Contents include:

- Job Analysis: What it is and its uses
- Concepts and Principles in Job Analysis
- Procedures for Conducting a Job Analysis Study in an Establishment
- The Staffing Schedule
- The Job Analysis Schedule
- Organization and Process Flow Charts
- The Narrative Report
- Verification of Job Analysis

The information presented can easily be adapted for teachers' use in task analysis and systematic instruction.

Bibliography

Career Placement by Work Sampling for the Handicapped 1976. A Research Report.

Honsberger, Treva and Mark Shelly 1976

Type of Media

Research Report

Cost Range

$5-$10 HC

Descriptors

Inservice training, parent counseling/involvement, placement, work related competencies, work samples

User

Employer
Counselor

Source

Office of Education, 400 Maryland Avenue, S.W.,
Washington, DC 20202

Annotation

This project's goal was the placement of diversely handicapped students at the secondary level in suitable vocational programs which would lead to eventual employment. The technique employed to discover the aptitudes of these special students was work sampling, which is a vocational evaluation procedure utilizing "hands on" experiences, interest and basic academic skills testing to assess the client's vocational potential.

Two vocational technicians were responsible for the implementation of the project. Twenty hours of work sampling was administered, followed by parent, student and teacher conferences. An inservice component consisted of an initial session with teachers and evaluation staff.

There was evidence that the work sampling was effective in most cases in delineating students' aptitudes and, to a somewhat lesser extent, their interests. Follow-up, consisting of placement in classes, training programs and/or additional counseling, was difficult due to the time limitation.

The project indicated a need for further work and research in this area and was, for the most part, supported by students, parents and teachers.

Bibliography	Job Placement and Adjustment of the Handicapped: An Annotated Bibliography. Information Series No. 146 Kowle, Carol P. 1979
Type of Media	Bibliography
Cost Range	$1-$5
Descriptors	Bibliography, placement, work adjustment
User	Educator
Source	The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210

Annotation

This bibliography cites a combination of journal articles and education documents.

Examples of citations include:

- Workshop on the Development of Educational Personnel to Meet the Employment and Job Placement Needs of Handicapped Persons (ED 141 642)
- Research and Development Recommendations Related to Vocational Training and Placement of the Severely Handicapped and Mainstreaming Handicapped Students into Vocational Training Programs (ED 139 178)
- Cooperative Work Experience: An Annotated Resource Guide for Teachers of the Handicapped (ED 134 806)
- Improving Occupational Programs for the Handicapped (ED 117 914)
- Special Vocational Program for Handicapped Youth and Adults (ED 102 300)
- Employment of the Physically Handicapped in a Competitive Industrial Environment (ED 052 349)

Bibliography

Placement Services: A Training Manual

Burt, S. E. et al. 1977

Type of Media Book

Cost Range $5-$10

Descriptors Bibliographies, placement, vocational education models and programs

User

Administrator
Counselor

Source

Administrative Resources Division, Capitol Publications, Inc., 2430 Pennsylvania Avenue, N.W., Washington, DC 20037

Annotation

The manual is a self-paced instructional tool for school administrators who need to develop job placement programs in their schools.

The manual consists of twelve chapters that describe how to set up, operate, budget, staff and manage a job placement program. Along with selected bibliographies, each chapter has a section on adapting the model to other system's particular needs.

Appendixes include case studies and organizational models of other successful programs. Sample forms; e.g., evaluation and referral forms, are included.

Bibliography

Placement of the Severely Handicapped: A Counselor's Guide

Study Group on Placement of the Severely Handicapped 1975

Type of Media Guide

Cost Range Free

Descriptors Attitudes, community resources and involvement, job seeking skills, legislation, multiple handicapped, placement

User Counselor

Source Leslie F. James, Regional Rehabilitation Research Institute, P.O. Box 571, Portland, OR 97207

Annotation

This document is intended as a reference guide for rehabilitation counselors to assist them in job placement efforts. It is an attempt to bring together practical and concrete ideas to which the counselor can refer as needed.

The study group regards the Guide as a starter volume to which the counselors will add pertinent state and local placement information, as well as innovative and creative placement strategies and techniques which come to their attention.

Some topics included are:

- Attitudes of counselors toward placement
- Abilities of handicapped individuals
- A placement model
- Local employers
- The community
- Strategies and techniques
- Laws

The appendix includes a discussion concerning a Job Finding Club, a job analysis schedule, worker traits checklist and other resources for the counselor.

Bibliography

Pathways to Employment

President's Committee on Employment of the Handicapped
1976

Type of Media

Report

Cost Range

Free

Descriptors

Legislation, measurement and evaluation, needs assessment, organizations and services, parent organizations, placement, staff development

User

Counselor
Teacher

Source

Marsha Stevens, Chairperson, Committee on Youth Development, President's Committee on Employment of the Handicapped, Washington, DC 20210 ED 145 651

Annotation

Highlights of the major recommendations offered by over 200 professionals who participated in the National Forum on Pathways to Employment are presented. The meeting focused on problems relating to the job preparation and placement of handicapped individuals.

Included are:

- Legislative recommendations
- Administrative recommendations
- Recommendations to the education community
- Recommendations to the handicapped public

Also included are possible solutions in each of the following areas:

- Financing
- Personnel preparation
- Programming
- Legislation
- Parents and voluntary health agencies
- Materials
- Interagency cooperation
- Employers
- Insurance
- Accessibility
- Consumerism
- Testing and evaluation
- Attitudes
- Unions and trade associations
- Sheltered workshops

Bibliography

Vocational Training and Placement of Severely Disabled Persons: Project Employability, Volume I

Wehman, Paul and Janet W. Hill, eds. 1979

Type of Media

Essay Collection

Cost Range

<$1 MF
$5-$10 HC

Descriptors

Employment, handicapped, hiring the handicapped, job seeking skills, mentally retarded, placement, vocational education

User

Counselor
Administrator

Source

School of Education, Virginia Commonwealth University,
910 West Franklin Street, Richmond, VA 23284
ED 176 110, 229 pages

Annotation

Project Employability was developed to improve the employability of severely developmentally disabled individuals. A primary thrust of the project has been to encourage rehabilitation counselors to consider severally disabled clients for evaluation and possible placement into sheltered or competitive employment. The terminal goal is to empirically verify training, advocacy, and placement procedures which programs throughout the state might adopt.

This publication has been developed to share the work being done related to vocational training and placement. The papers and data-based programs presented describe the efforts toward competitive employment, sheltered work, and independent living skill training.

Specific papers include:

"Project Employability: Toward Competitive Employment for Severely Disabled Individuals" by Paul Wehman

"Vocational Evaluation of Severely and Profoundly Retarded Clients" by W. Grant Revell, Jr., and Paul Wehman

"Considerations in Facilitating the Entry of Severely Developmentally Disabled Individuals into Competitive Employment" by Paul Wehman, Janet W. Hill, and Frances Koehler

"Project Employability Observation and Recording System" by Janet W. Hill, Paul Wehman, and Frances Koehler

"Development of a Data-Based Pre-Employment Training Programs For Moderately to Severely Retarded Adults" by Janet W. Hill, Linca Kochany and Bonita Pennino

"Placement of Severely Developmentally Disabled Individuals into Competitive Employment: Three Case Studies" by Paul Wehman, Janet W. Hill, and Frances Koehler

"An Orientation Manual for Employers Who Hire Severely Developmentally Disabled Individuals" by Frances Koehler and John Fisher

"Job Placement of Severely Disabled Persons: Year One Progress Report" by Paul Wehman and Janet W. Hill

"Evaluation of Two Shaping Strategies on the Work Production of Mentally Retarded Adults" by Janet W. Hill, Paul Wehman, and Jean Combs

"Developing Job Interview Skills in Severely Developmentally Disabled Clients" by Janet W. Hill, Paul Wehman, and J. H. Pentecost, Jr.

Bibliography

Occupational Training Plans for Disadvantaged and Handicapped Students in Vocational Education

Eley, Robert K., ed. 1976

Type of Media

Manual

Cost Range

<$1 MF
$10-$15 HC

Descriptors

Community resources and involvement, curriculum materials, disadvantaged, handicapped, instructional management, vocational education programming

User

Educator
Counselor

Source

Department of Public Instruction, Division of Vocational Education, 120 W. Market Street, Indianapolis, IN 46204
ED 132 286, 253 pages

Annotation

This manual, developed to provide vocational instructors or coordinators with model training plans to be used to conduct concurrent work and education programs for disadvantaged and handicapped students, has the following purposes:

1) Serving as a description of the kinds of content that should be included in a training plan.

2) Serving as an example in discussing training plans with employers.

3) Assisting vocational instructors in developing training plans.

4) Serving as one source of occupational content for several common occupations.

Each training plan, or occupation, identifies the target population. The format shows approximate time needed to learn the job skill, a list of learning activities, on-the-job training needed, in-school time needed, and spaces for evaluation and for the individual study assignment.

The training plans include assembly line worker, automobile service-station attendant, bus boy, carpenter's helper, cook helper, dishwasher, general farm hand, general housekeeper, grocery cashier, laundry worker, lawnmower repairman, machinist helper, mail clerk, physical therapy aide, steam table server, and stock clerk.

Bibliography

Vocational Opportunities: Vocational Training and Placement of the Severely Handicapped

Cook, P.F., P. R. Dahl and M. A. Gall 1978

Type of Media

Book

Cost Range

$5-$10

Descriptors

Adaptive equipment, architectural barriers, attitudes, communication skills, hiring the handicapped, job restructuring, work related competencies

User

Counselor
Educator
Administrator

Source

Olympus Publishing Company, 1670 East, 1300 South,
Salt Lake City, UT 84105
163 pages

Annotation

This handbook identifies and discusses major barriers preventing the severely handicapped from obtaining vocational training and employment. It includes a description of strategies that may be used to surmount these barriers. The handbook contains lists of jobs, obtained from the VOTAP survey, that severely handicapped workers presently hold in sheltered workshops and competitive employment. It also contains suggestions as to how potential jobs may be opened to handicapped persons by managing barriers.

This handbook is the third in a series of five concerned with vocational training and placement of the severely handicapped.

Bibliography

Work Adjustment: A Dynamic Rehabilitation Process

Campbell, John L. and Richard O'Toole 1975

Type of Media Report

Cost Range $1-$5

Descriptors Placement, post-employment follow up, program evaluation, rehabilitation services and facilities, work adjustment

User Counselor

Source Vocational Guidance and Rehabilitation Services, 2239
East Fifth Street, Cleveland, OH 44103
129 pages

Annotation

All major types of disabilities were represented in the work adjustment program at the Cleveland Vocational Guidance and Rehabilitation Services (VGRS). During the five-year project, it successfully placed in competitive employment three-fourths of the 300 clients who had been previously unemployable and untrainable.

The report describes the clients' problems and describes and analyzes the procedures developed for coping with these problems. The data on which the report is based are the behaviors of the clients, the counselors, and other staff members as they interact in the rehabilitation process. The two key factors in the program were the role of the work adjustment counselor and the contract workshop.

The report is organized as follows: (1) A Description of Clients, Staff, and Workshop, (2) Entry Into Work Adjustment, (3) The Work Adjustment Process: Goals and Techniques, (4) Client Problems Outside the Program Affecting Training and Employability, (5) Placement and Follow-Up Procedure, (6) Characteristics of a Work Adjustment Counselor, (7) Evaluation of the Project, and (8) Discussion of the VGRS Work Adjustment Program and Subsequent Developments In Its Utilization.

Case histories are appended.

Bibliography

Finding Part-time Jobs

Feingold, S. Norman et al. 1971

Type of Media

Book Format
Braille

Cost Range

$5-$10

Descriptors

Job seeking skills, part-time employment, resource guides and bibliographies

User

Educator
Counselor

Source

American Printing House for the Blind, Inc., 1839
Frankfort Avenue, Louisville, KY 40206
104 pages

Annotation

For use in grades 9-12 this guidance text presents guidelines for finding part-time employment. Instructions for preparing letters of application and resumes are included. It lists potential employers and cites legal requirements relating to part-time work. A bibliography for additional information is presented.

The text is also available in 18-point type - $1-$5.

Bibliography

Merchandising Your Job Talents

1978

Type of Media

Booklet with brochures available

Cost Range

Free

Descriptors

Hiring the handicapped, job seeking skills, self-help materials, work related communication skills

User

Educator
Counselor

Source

Information Services, Job Service of Iowa, 1000 East Grand Avenue, Des Moines, IA 50319

12 pages

Annotation

Contents include self-appraisal, resume preparation, letter of application, sources of job information, planning your time, the job interview, testing, and after the interview.

Copies of the following may be obtained:

"Job Hunting Know-How for Beginners"

"How to Sell Yourself to an Employer"

"Preparing a Resume"

"Prepare Yourself for Job Interviews"

"An Unpopularity Contest"

"Employers: Hire Ability, Hire the Handicapped"

"The Facts About Insurance and Employment of the Handicapped"

"The Right Job for You"

All booklets and brochures are written for the high school student who is seeking initial employment.

Bibliography

Get Hired! 13 Ways to Get a Job

Anema, Durlynn 1979

Type of Media	Book	**Cost Range**	$1-$5

Descriptors Career awareness and opportunities, employment, job seeking skills, work related communication skills

User
Educator
Counselor

Source
Janus Book Publishers, 3541 Investment Blvd.,
Suite 5P, Hayward, CA 94545

Annotation

Get Hired! shows 13 practical ways students can successfully find work. Using photo-dialogues, readers follow teens like themselves in search of a job in a tight market. Readers learn how to market their abilities and to recognize opportunities for employment. They learn to whom to talk and what to say. Students are also helped to evaluate their skills, to survey their community for job opportunities, and to develop a personal plan of action.

Teacher's manual is included free.

Bibliography

Preparing For Work

Fraenkel, William A. 1978

Type of Media

Guide

Cost Range

Free

Descriptors

Self-help materials, mentally retarded, job seeking skills, work study, employment

User

Educator
Counselor

Source

President's Committee on Employment of the Handicapped
Washington, DC 20210
17 pages

Annotation

This booklet is intended to be a guide for special class teachers, school guidance counselors, work-study specialists, families of mentally retarded young people, and mentally retarded young people themselves. An attempt is made to make the job search a little easier through a conscientious teamwork approach.

The booklet is divided into four sections:

1) The individual and his family

2) The special class teacher

3) The school guidance counselor

4) The work-study specialist

Each section contains a specific checklist of factors which are considered necessary for job success of the mentally retarded young person.

Bibliography	My Job Application File Kahn, Charles et al. 1975
Type of Media	Book
Cost Range	$1-$5
Descriptors	Disadvantaged, job seeking skills, mentally retarded, vocational education, work related communication skills
User	Educator Counselor
Source	Janus Book Publishers, 3541 Investment Boulevard, Suite 5P, Hayward, CA 94545

Annotation

This workbook will help students learn how to fill in a typical job application form. Step-by-step exercises teach students how to answer requests for information about their personal history, education, health, work experience, etc.

Students practice what they learn by filling in nine actual application forms from such well known companies as General Electric, McDonalds, and American Airlines.

My Job Application File is appealing to both slow and better readers in career, vocational, business, work experience and adult basic education.

Teacher's manual is included free.

Bibliography

How to Get a Job: A Handy Guide for Jobseekers

Webster, John D. 1977

Type of Media

Booklet

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Handicapped, instructional activities, job seeking skills, work related communication

User

Educator

Source

The President's Committee on Employment of the Handicapped, Washington, DC 20210
ED 145 249

Annotation

How to Get a Job is a 30-page booklet written for students, particularly disabled students, to use as a guide for finding a job. Contents include:

1) Choosing the Right Kind of Work
2) Looking for a Job
3) Going on an Interview
4) Starting to Work

The booklet is written in easy-to-understand language and is well illustrated. Examples of instructional activities are included.

The Teacher's Manual is a ten-page booklet to accompany the student manual. Specific teaching suggestions and words to study are given for each chapter and subheading.

Bibliography

Janus Job Planner

Jew and Tong 1976

Type of Media Worksheets

Cost Range $1-$5

Descriptors Career awareness and opportunities, career guidance, vocational evaluation

User

Educator
Counselor

Source

Janus Book Publishers, 3541 Investment Blvd., Suite 5P,
Hayward, CA 94545

Annotation

The Janus Job Planner can help students explore options and make career and life decisions. Students are led through a series of simple, self-scoring inventories that help them assess their work-related interests, values, attitudes, and experiences. They are also helped to make job choices, set goals for the future, and prepare a budget.

A mature look combined with practical content makes this book appealing to both slow and better readers.

Teacher's manual is included free.

Bibliography	Janus Job Interview Guide Livingstone, Arnold 1977
Type of Media	Book
Cost Range	$1-$5
Descriptors	Work appearance, work related communication skills, work related social skills and job seeking skills
User	Educator Counselor
Source	Janus Book Publishers, 3541 Investment Boulevard, Suite 5P, Hayward, CA 94545

Annotation

The Janus Job Interview Guide can help students prepare for and be successful in face-to-face interviews.

Students first learn the do's and don'ts of being interviewed. Dress, grooming, manners, speech, and confidence are all considered. Then students "observe" 15 highly realistic interview situations depicted in action photos and easy-to-read dialogue.

Questions, exercises, and puzzles check, reinforce and extend learning.

Teacher's manual is included free.

Bibliography

Janus Job Interview - A Kit

Jew, Wing et al. 1976

Type of Media Multi-media Kit

Cost Range $10-$25

Descriptors Career exploration, job seeking skills, work appearance

User

Educator
Counselor

Source

Janus Book Publishers, 3541 Investment Bldg. No. 5,
Hayward, CA 94545

Annotation

Thirty job interview situations to give students practice in preparing for a specific interview are presented. Topics covered include dressing and grooming appropriately, introducing yourself to an employer, answering specific questions, thinking on your feet and closing the interview.

1) Duplication Masters - Includes three fill-in forms to aid students in evaluating their interview performance and to add realism to practice interview sessions. Includes an employment application, an interview progress record and an interview rating form.

2) Job Ticket Book - Aids students in preparing for practice interviews by describing duties, responsibilities, work conditions and requirements for employment for 30 jobs.

3) Photo Cards - Consists of a set of cards with photographs on the front showing men and women in various jobs; descriptions and interview situations are described on the back. Depicts entry-level positions representing the 15 occupational clusters outlined by the USOE. Reflects both ethnic diversity and nontraditional roles for men and women.

4) Teacher's Guide - Provides teacher information for the Janus Job Interview Kit.

Bibliography

Handbook of the Employment Rights of the Handicapped: Sections 503 and 504 of the Rehabilitation Act of 1973.
Hermann, Anne Marie C. and Lucinda A. Walker
1978

Type of Media

Handbook

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Career ladders, handicapped, hiring the handicapped, legislation, placement

User

Administrator
Counselor
Educator

Source

Regional Rehabilitation Research Institute on Attitudinal, Legal and Leisure Barriers, 1828 L. Street, N.W., Suite 704, Washington, DC 20005 ED 155 842, 100 pages

Annotation

The handbook analyzes implications of Sections 503 and 504 of the Rehabilitation Act of 1973 on the employment rights of handicapped persons. The first section reviews background information (including a summary of the law and regulations concerning employment) and discusses implications for hiring practices (including consideration of reasonable accommodation, hiring practices of federal contractors, and administrative complaint procedures). Placement practices, training opportunities, pay rates, benefits, promotion, transfer practices, and layoff and termination are among the post-hiring practices considered in the second section.

Bibliography

The Employer's Manual: Vocational Diagnosis and Assessment of Residual Employability

Field, Timothy F. and Jack M. Sink 1980

Type of Media

Manual

Cost Range

$20-$25

Descriptors

Architectural barriers, hiring the handicapped, job task analysis, legislation, organizations and services (H), vocational evaluation

User

Counselor
Administrator

Source

VDARE Service Bureau, P.O. Box 55, Roswell, GA 30077

Annotation

This manual proposes a reasonable alternative to the general confusion and frustrations which often accompany the employment of the handicapped. The VDARE Process outlines an approach to the vocational assessment of handicapped workers, the analysis of jobs, and a matching of the two profiles. The process described also assists in identifying the most suitable employment for the injured worker while taking into account the related job possibilities within the employer's company. Also discussed are the related issues of services offered by private, state, and federal programs for the handicapped, pertinent job-related information relevant to the job analysis/job placement task, and industrial analysis resulting in profiles of related and transferable jobs.

Sections include:

- The VDARE Process
- Laws and Regulations Pertaining to the Employment of the Handicapped
- Utilization of Job Information
- Job Analysis for Industry
- Job Clusters
- The Transferability of Skills

Appendices -- The DOT Definition; Data/People/Things; Physical Demands; Working Conditions; General Education Development/ Specific Vocational Preparation; Aptitudes, Interests; Temperaments; Listing of the Interest Areas, Working Groups, and Subgroups of the Guide To

Occupational Exploration (GOE); The VDARE Worksheet; Checklist for Barrier Free Design; and the VDARE Bibliography.

For a more complete discussion of the VDARE Process, readers may also want to consult the VDARE Training Manual, a companion to this volume.

Bibliography

Compilation of Selected Federal Legislation Relating to Employment and Training

Committee on Education and Labor, House of Representatives, Ninety-Sixth Congress, First Session 1979

Type of Media

Legislative Review

Cost Range

<$1 MF
$10-$15 HC

Descriptors

Employment, legislation, vocational education

User

Educator
Counselor
Administrator

Source

U.S. Government Printing Office, Washington, DC 20402

ED 174 813, 289 pages

Annotation

A compilation of 14 federal laws relating to employment and training is provided. The laws are as follows: Comprehensive Employment and Training Act of 1973, as amended; Full Employment and Balanced Growth Act of 1978 (Humphrey-Hawkins Act); National Apprenticeship Act; Reimbursement for Unemployment Benefits Paid on Basis of Public Service Employment Title II, Part B, Emergency Jobs and Unemployment Assistance Act of 1974; Wagner-Peyser Act; Work Incentive Program, Title IV, Social Security Act; Win Tax Credits, Targeted Job Tax Credit; Youth Conservation Corps Act of 1970; Employment Opportunities for Handicapped Individuals Act; excerpts from the Economic Opportunity Act of 1964; Older Americans Community Service Employment Act; Youth Employment, Title III, Part B, Elementary and Secondary Act of 1965; Work Study Programs, Title IV, Part C, Higher Education Act of 1965, and the Vocational Education Act of 1963.

Bibliography

A Role Model Approach to Job Transition for Disadvantaged Cooperative Home Economics Students, Final Report

Pestle, Ruth 1976

Type of Media

Project Report

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Career experience, disadvantaged, home economics, self-concept, work attitudes

User

Counselor
Employer

Source

Office of Education, Department of HEW, 400 Maryland
Avenue, S.W., Washington, DC 20037
ED 131 321

Annotation

A pilot project implemented a role-model approach to job transition for disadvantaged cooperative home economics students in Tulsa and Oklahoma City, Oklahoma. From 1974-76 21 students in 4 urban high schools were matched with role models on the job. Sixteen of these students retained their jobs. The matches included many different combinations of people of different ages, races, and sexes. (A description of the strategies, benefits, and problems encountered during the matching process is included in the report).

The students expressed increased self-confidence and satisfaction with supervision, and employers saw gains in students' suitability for the job, acceptance of supervision, and attitudes toward the public. All employers planned to continue the matching process after the research ended.

The problems incurred included a scarcity of jobs, employer reluctance to hire disadvantaged students, unavailability of student for work at hours when needed, need to keep racial balance in businesses, and lack of transportation.

Case studies of participating students, project evaluations from teacher-coordinators, employers, and role models, and tabular data summaries provide additional information.

Bibliography	Guide to Job Placement of Mentally Retarded Workers Fraenkel, William A. 1977
Type of Media	Guide
Cost Range	<$1 MF $1-$5 HC
Descriptors	Mentally retarded, placement, post-employment follow-up
User	Counselor Teacher
Source	President's Committee on Employment of the Handicapped Washington, DC 20210 ED 145 250, 21 pages

Annotation

This guide is written for employers, personnel directors, vocational rehabilitation personnel, placement specialists, and all others responsible for helping the mentally handicapped find their place in the world of work.

Significant factors discussed include:

1) A list of occupational groupings in which qualified mentally handicapped individuals can perform
2) A list of major recruitment sources for employers seeking to hire mentally handicapped workers
3) Guidelines for helping the employer decide what kind of work the applicant can do
4) Helpful hints for conducting the job interview
5) Orientation ideas to help the new worker adjust
6) Follow-up assistance
7) Advantages of planned social events

Bibliography

A Systems Model of the Rehabilitation Counseling Process

Hutchison, Leila Lynne and David A. Santoro 1974

Type of Media

Monograph

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Community resources and involvement, measurement and evaluation, rehabilitation services and facilities, vocational guidance

User

Counselor

Source

Leila L. Hutchison, 3263 Ormond Road, Cleveland Heights,
OH 44118
ED 092 856

Annotation

The systems model described in this paper outlines the rehabilitation counselor's function as he/she assists a client toward a final vocational goal.

Twelve major components are outlined. Assessment of the client's potential is suggested as the counselor's major function in components 1 through 6, while planning and delivering services to assist the client becomes the major concern in components 7-12. These two major functions of the counselor, assessment and service delivery, are intertwined throughout the rehabilitation process.

The systems model approach provides three useful functions which will enable counselors and counselor educators to promote the goals of rehabilitation. The model clarifies the counseling process, educates counselors in training as to their function as "rehabilitators," and communicates the rehabilitation process to community members, thus promoting good public relations and encouraging the referral of handicapped persons to rehabilitation agencies where they may be assisted toward independence.

Bibliography

Cooperative Work Experience: An Annotated Resource Guide for Teachers of the Handicapped

Herschbach, Dennis R., Compiler, et al. 1976

Type of Media

Annotated Bibliography

Cost Range

<$1 MF
$5-$10 HC

Descriptors

Career experience, career exploration, community resources and involvement, job training programs, language/math skills, resource guides and bibliographies

User

Educator

Source

Department of Industrial Education, Maryland University,
College Park, MD 20740
ED 134 806, 146 pages

Annotation

This annotated resource guide, designed to aid the vocational teacher of the handicapped, contains over 300 citations, each with a short abstract. The resources are listed under seven major categories: (1) Aids for Educators lists 31 citations that relate to the teaching of specific handicapped groups, such as the mentally retarded or deaf and a number of resources for general use with handicapped students. Also included are materials which will provide a theoretical and conceptual background for many of the problems encountered by the student. (2) Home and Community Resources (32 abstracts) includes items to aid the teacher in developing a link between the school and the home and community. (3) The Life Skills section (78 abstracts) covers a wide range of life situations that are commonly encountered by the young adult ("coping skills" such as how to use credit, insurance, and banking services). (4) Related Skills is divided into two parts--resources relating to the development of basic language arts skills (20 abstracts) and resources relating to the development of basic math skills (15 abstracts). (5) Career Awareness includes 35 citations that provide a variety of career exploration activities and materials for different student groups. These materials are suited for both group and individual instruction. (6) Job Entry and Adjustment includes 55 abstracts of materials designed to help students successfully enter and hold a job. Such topics as the interview, work attitudes, job safety, getting along with co-workers, and the paycheck relate to nontechnical skills necessary for succeeding on the job. (7) Job Training includes 118 citations that relate to skill training in a number of selected occupational areas. These materials have been developed for use with handicapped students or their teachers. They are alphabetized by title within 24 occupational areas. The materials included in this section can be used to supplement on-the-job training either by outside self-study or in-class related work. Sources of additional resource materials and addresses of publishers and film distributors are included.

Bibliography

An Experiment in Reducing Chronic Unemployment Among the Physically Handicapped, Final Report

1974

Type of Media

Project Description

Cost Range

< $1 MF
$1-$5 HC

Descriptors

Community resources and involvement, employment, guidance and counseling, organizations and services (H), paraprofessionals, physically impaired

User

Counselor

Source

Research and Development Manpower Administration (DOL), Washington, DC 20000 or National Technical Information Service, Springfield, VA 22151 Order No. PB-199 283

ED 081 980, 82 pages

Annotation

The original purpose of this project was to demonstrate that the use of intensive counseling services in a hospital workshop along with work activity could provide a basis for easing chronic unemployment among the physically handicapped.

Phase II, which this report covers, concentrated on the same objective, but broadened the scope of the project to include females and the more severely disabled. Phase II utilized four techniques to increase the employability of the enrollees:

1) Using the workshop as well as other hospital stations to assess the enrollees' ability to compete for employment
2) Using paraprofessionals and former project graduates
3) Developing relationships between public and private agencies and the project
4) Using multiple counselor and videotape techniques

Bibliography	Development and Field Test of a Multi-Purpose Computerized Vocational Counseling Program for Providing Placement, Occupational and Educational Information to Unemployed Adults, Handicapped Persons and Inmates in Correctional Institutions. Final Report. 1978
Type of Media	Project Description
Cost Range	<$1 MF $1-$5 HC
Descriptors	Career awareness and opportunities, inservice training, occupational information systems, placement, vocational counseling
User	Counselor
Source	University of Tennessee, College of Education, Knoxville, TN 37916 ED 160 736, 74 pages

Annotation

The major purpose of this project was to develop a computerized vocational counseling program consisting of an interactive computer package and a filmstrip series for use by unemployed/underemployed adults, handicapped persons, and prison inmates. Specific project objectives were to:

1) Determine clients' vocational counseling needs

2) Develop an occupational information computer package

3) Develop user guides and sound-filmstrips for using occupational information and for developing employability skills

4) Field test the program and

5) Assess users' reactions to the program.

Based on a needs assessment of potential users, a master computer package was developed for four types of computers. A filmstrip series, accompanying audio tapes, and user's guide were developed to assist individuals in developing basic employability skills. Also, a self-instructional guide for using the computerized package was developed. In Tennessee, a population of unemployed/underemployed adults, handicapped persons, and prison inmates field tested the vocational counseling program which had been developed.

Inservice training on the use of the program was provided to counselors and others assisting users. Evaluation data collected from program users revealed that the vocational program was favorably received by users.

Bibliography

Epilepsy--On the Way to Work: A Guide for the Rehabilitation Counselor

Schlesinger, L. E., and D. S. Frank 1976

Type of Media Guide

Cost Range Free

Descriptors Handicapping condition information, organizations and services (directories), placement, vocational counseling

User

Educator
Counselor

Source

Epilepsy Foundation of America, 1828 L Street, N.W.,
Washington, DC 20036

Annotation

This guide has been designed to give the reader useful information about epilepsy as well as specific ways of applying this knowledge to daily activities.

Table of Contents

Chapter I What the Counselor Wants to Know
- The Epilepsy Quiz and Answers

Chapter II Medical Aspects of the Disorder

Chapter III The Human Side of Epilepsy

Chapter IV Epilepsy and the Community

Chapter V Preparing the Client for a Job
- Employment Application Register
- Placement for the Client with Epilepsy

Chapter VI Reaching Employers
- Communicating with Employers

Chapter VII Group Vocational Counseling

Chapter VIII Directory of Epilepsy Foundation of America Chapters

Bibliography About Jobs and Mentally Retarded People

1978

Type of Media Booklet

Cost Range Free

Descriptors Attitude, career preparation, employment, job seeking skills, mentally retarded, vocational rehabilitation services and facilities

User Educator
Counselor

Source The President's Committee on Employment of the Handicapped, Washington, DC 20210

20 pages

Annotation

This booklet is an effort to show the way to employment for those who are mentally retarded. New opportunities for mentally retarded people are considered.

The booklet is written for parents and friends of mentally retarded people, rehabilitation counselors, employment placement specialists, psychologists, social workers, guidance counselors, employers, and mentally retarded people themselves.

Contents include:

- About Jobs
- About Evaluation
- About Preparation
- About Vocational Rehabilitation
- About Job-Hunting
- About Employers
- About the Future

A Directory of State Contacts is appended.

Bibliography

Change Strategies and Disabled Persons: Postsecondary Education and Beyond. The Second National Conference October 3-6, 1978.

Mary, P. and P. Hall, eds. 1978

Type of Media

Monograph

Cost Range

not available

Descriptors

Adaptive equipment, architectural barriers, employment, job restructuring, job seeking skills, legislation, vocational guidance, work related communication skills

User

Counselor
Employer

Source

Pat Marx, Director, Handicapped Student Services,
Wright State University, Dayton, OH 45431

Annotation

This publication contains materials presented at the second national conference on the physically disabled student at the postsecondary level, held in Dayton, Ohio, on October 3-6, 1978. The employment section of the conference included:

Employment of Disabled Persons in Business and Industry: A Look to the 1980's - D. E. Werner. Discusses the implementation of Section 503 of the Rehabilitation Act of 1973 as it applies to employers who have federal contracts.

Rights and Responsibilities of the Student in the Placement Process - M. Gross. Gives the author's personal experience in the career counseling and placement process. Also discussed are the rights and responsibilities of the student and the role of the employer in the placement process.

Career Counseling: A Student Perspective - N. Willing.

Career Counseling: A Student's Point - L. Freeman.

NTID Approach - V. J. Maguran. Topical areas include: legislation, human consideration, management systems, successful placement, management--its role in the service, career development, and placement programs.

Meeting Consumer's Needs Through Specialized Employment Services - G. R. Kukiela. Focused on the need for counselors to make all services and materials accessible to disabled students and to counsel the students about sensitive issues regarding employment. The counselor must also be prepared to assist employers in matters pertaining to architectural and attitudinal barriers, job modification, and tax relief.

Consulting with Employers -- Group Strategies, Project with Industry - C. A. Dunlap. Discusses a model, developed by the Electronic Industries Foundation, for training and employment of handicapped individuals within industry.

Career Planning and Placement Strategies for the Severely Physically Disabled College Student - M. L. Breslin. Sets forth a model for career planning and job searching strategies for the disabled student.

The Corporate Decision Making Process: Interviewing, Job Restructuring, Adaptation and Socialization - R. S. Menehel. Topical areas include: the interviewing process, assessing skills and limitations, job restructuring, and reasonable accommodations.

Special Considerations in Hiring a Handicapped Person - S. L. Jamison. Discussed are the special considerations involved in interviewing a handicapped applicant, in assessing his/her skills and limitations, and in restructuring a job definition or making other accommodations.

Bibliography

A Compendium of Placement Related Literature

Vandergoot, David, Pamela Byrnes Avellani,
and Richard J. Jacobsen 1978

Type of Media

Abstracts

Cost Range

$1-$5

Descriptors

Placement

User

Educator
Counselor
Administrator

Source

Human Resources Center, I.U. Willets & Searingtown Roads,
Albertson, L.I., NY 11507
323 pages

Annotation

This compendium of abstracts is the result of an extensive review of placement-related literature. Items have been entered based on their contribution to the understanding of the labor market and labor force participation. The abstracts consist of conceptual literature and empirical research organized into phases and subphases of career development.

The sections of the compendium include:

- Productivity Enrichment
- Productivity Realization
- Career Enhancement
- Professional Concerns
- Specific Disabilities
- Program Concerns
- Annual Supplements

Bibliography

Vocational and Educational Opportunities for the Disabled

1977

Type of Media Booklet

Cost Range $1-$5

Descriptors Community resources and involvement, organizations and and services (H), rehabilitation services and facilities

User Educator, counselor, administrator

Source Human Resources Center, I.U. Willets Road, Albertson, NY 11507

36 pages

Annotation

The main thrust of rehabilitation is to assist the disabled person in leading a life of self-sufficiency and productivity. This booklet helps explore the educational and vocational opportunities that are available to meet this goal.

Utilizing 25 years of experience in providing education, vocational counseling, training and employment to thousands of disabled people, this publication has been prepared to describe the rehabilitation process and the way back to work, services available, and who is eligible for them.

Topics include:

1) Vocational Rehabilitation Defined
2) Philosophy of Vocational Rehabilitation
3) State Vocational Rehabilitation Services
4) Services Available through Your VR Agency
5) The Vocational Rehabilitation Center
6) Types of Vocational Rehabilitation Centers
7) Sheltered Workshops
8) Employment Opportunities for the Disabled
9) Employment with the Federal Government
10) Federally Administered and Community Manpower Programs
11) State Employment Service
12) Other Sources of Government Assistance in Employment
13) Self-Employment Opportunities for the Disabled
14) Educational Opportunities for the Disabled
15) College Programs for the Disabled

Bibliography	Vocational (Work) Evaluation Pruitt, Walter A. 1977		
Type of Media	Book	**Cost Range**	$5-$10
Descriptors	Vocational evaluation systems, work evaluation, work samples, work simulation		
User	Educator Counselor Administrator		
Source	Materials Development Center, Dep't of Rehabilitation and Manpower Services, School of Education, University of Wisconsin-Stout, Menomonie, WI 54751 265 pages		

Annotation

This book concerns the use of work (real and simulated) to evaluate individual potential for work performance and work adjustment.

Contents include:

- Role and Function of Work Evaluators
- Developing a Work Evaluation Plan
- Work Sample Theory and Process
- Commerical Work Sample Systems
- Situational Assessment: Principles and Process
- Developing Observational Skills
- Situational Assessment: Problems, Techniques and Tools
- Interpretation of Work Evaluation Data
- Report Writing in Vocational (Work) Evaluation
- The Work Evaluation Unit

Bibliography

Vocational Assessment Systems: Application in Programs Serving Special Needs Populations

1975

Type of Media

Report

Cost Range

<$1 MF
$5-$10 HC

Descriptors

Achievement tests, vocational evaluation systems, work samples

User

Educator

Source

Special Needs Section, Iowa State Department of Public Instruction, Grimes State Office Building, Des Moines, IA 50319

ED 106 654, 26 pages

Annotation

A two-day workshop in Council Bluffs, Iowa, organized by the Special Needs Section, Iowa Department of Public Instruction, reviewed commerical vocational assessment systems for possible inclusion in educational programs in secondary public schools, area vocational and community colleges, and correctional institutions. The document consists of compilations of workshop presentations as well as supplementary information on the wide range achievement test, APEX (American Paper Exporters Association), and talent assessment programs.

Four presentations were related to the SINGER GRAFLEX System and its uses for career exploration as well as for mentally retarded and correctional programs. Two presentations covered JEVS (Jewish Employment and Vocational Service, Philadelphia) work sample battery and its implications for community colleges. One described the TOWER (Institute for Crippled and Disabled, New York) System of vocational evaluation, while another provided a JEVS/SINGER GRAFLEX/TOWER comparison.

A concluding section by the Chief Special Needs Section provides workshop observations and implications. The workshops indicated no specific vocational assessment system provides total comprehensive evaluation; each system has its strengths and weaknesses. Tool handling success is dependent upon evaluator skill with clients. Likewise, various assessment systems have different implications with special needs groups.

Bibliography	Job Functional Profile Miller, Geoffrey Clark 1979
Type of Media	Book
Cost Range	< $1 MF $5-$10 HC
Descriptors	Community resources and involvement, developmental approach, IEP development, resource guide, vocational education, vocational evaluation, tasks analysis
User	Educator Counselor
Source	Mandala Press, P.O. Box 796, Amherst, MA 01002 ED 177 338, 133 pages

Annotation

The Job Functional Profile, the assessment guide contained in this document, provides a strategy for determining the vocational skills required for a particular job and transferring this information into a relevant training program for a student. This document presents the strategy in four phases:

1) Initiating the contacts within the business community

2) Accumulating job skill inventories

3) Determining the discrepancies between the existing skills and the vocational skills required on the job

4) Transferring that information or more detailed job descriptions back to the Student Functional Profile for relevant training

A narrative history of the project, a resource bibliography, and examples of additional core skills are appended.

Bibliography

Student Functional Profile

Miller, Geoffrey Clark 1979

Type of Media

Book

Cost Range

<$1 MF
$5-$10 HC

Descriptors

Communication skills, daily living skills, developmental approach, IEP development, resource guide, task analysis, vocational evaluation, curriculum materials

User

Educator
Counselor

Source

Mandala Press, P.O. Box 796, Amherst, MA 01002
ED 177 339, 272 pages

Annotation

This book contains one of two assessment tools developed by Project Proud Option, which developed and field-tested a set of student and job assessment instruments that provide a strategy for determining:

1) The vocational skills required on a particular job

2) The functional skill levels of a particular job

3) A process to determine discrepancies between required job skills and existing student skills

4) An open-ended strategy for generating age-appropriate curriculum

5) A relevant individualized education program for handicapped persons based on real world tasks

The Student Functional Profile, the assessment guide contained in this book, presents a process for assessing a student's functional skill levels in five developmental areas: activities of daily living, motor, communication, quantitative, and independent living skills.

Also, forms are provided for identifying key objectives, summarizing the individual student's skills on a scan profile, and matching the student's profile with the job profile.

Examples, resources, and additional forms are appended.

Bibliography

Guidelines for Establishing a Vocational Assessment System for the Special Needs Student

Scelfo, J. L. and William C. Henry 1978

Type of Media Manual

Cost Range $1-$5

Descriptors Career preparation, handicapped, legislation, staff development, vocational education, vocational evaluation systems, resource guides and bibliographies

User

Administrator
Educator

Source

New Jersey Vocational-Technical Curriculum Lab, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, NJ 08903

Annotation

This manual presents guidelines for vocational education administrators and evaluators on how vocational evaluation can be integrated into career education and how it ties in with the mandates of federal legislation concerning the handicapped. A philosophy of vocational assessment is offered followed by a discussion of the relevancy of vocational assessment to career development. The major methods of vocational assessment and the criteria for selecting a vocational evaluation system are examined.

A comparison for selecting five evaluation systems using educational variables is presented in chart form from both the administrator's and evaluator's perspective. Following this information are sections on setting up, staffing, and operating the vocational assessment unit. Also included is a section on writing the vocational evaluation report.

The future of vocational assessment is analyzed in the final section. A bibliography and a glossary of terms conclude the manual.

Bibliography

Needs Assessment for Program Planning in Vocational Education

Information Series No. 154 1979

Type of Media Monograph

Cost Range $1-$5

Descriptors Needs assessment, vocational education

User

Administrator
Educator

Source

The National Center for Research in Vocational Education,
The Ohio State University, 1960 Kenny Road, Columbus, OH
43210

Annotation

The first two sections of the paper discuss various definitions of educational needs currently used and the types of needs assessment methods commonly applied. Two of these types, subjective discrepancy analysis and objective needs assessment, are prominent in vocational education, as illustrated by the national, state, and local studies summarized in the third section of the paper. The national study dealt with vocational education needs in large cities, while the other studies focused on state and local assessments in Iowa, Tennessee, Florida, and Minnesota.

The state of the art of needs assessment in vocational education is also examined.

Bibliography

A Handicapped Student Needs Assessment

1977

Type of Media

Project Summary

Cost Range

<$1 MF
$1-$5 HC

Descriptors

Career awareness and opportunities, decision making skills, goal setting, handicapped, needs assessment, work related communication

User

Educator
Counselor
Administrator

Source

(Available from ERIC only)

ED 155 871, 35 pages

Annotation

Presented are findings from a 1977 statewide assessment of the career education performance of 1,078 handicapped secondary students on a [illegible] item screening device. Statistical data are presented for five handicapping conditions (visually handicapped, orthopedically handicapped, auditorially handicapped, educable mentally retarded and language learning disabled) relative to the performance of nonhandicapped students on 26 subcategories. Subcategories include goal setting, decision making, career information, job interview skills, use of money and resources, and worker interdependence. Other findings presented include highest and lowest performance by subcategory.

Specific aspects (answer sheet, instructions, and test items) are discussed in terms of their appropriateness for use with special populations. The descriptions of the 9 categories and 26 subcategories in the study are appended.

Bibliography

Principles and Practices of Measurement in Career Education for Handicapped Students

Halpern, Andrew S. 1978

Type of Media Monograph

Cost Range $1-$5

Descriptors Career education, handicapped, measurement and evaluation

User Educator

Source

Division on Career Development, The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091 703-620-3660 10 pages

Annotation

Discussed in relation to career education for handicapped students are advantages and disadvantages of four types of measurement: applied performance testing, criterion validity studies, product vs. process measurement, and criterion vs. norm-referenced measurement.

Bibliography

Development and Validation of Competency Based Instructional Systems for Adult, Post Secondary, Special Needs, and Entrepreneurship Via the IDECC System
Broadnax, Reginald, Evin Emery, Jr.,
Vicki Shell, and Betty H. Turner 1978

Type of Media

Project Report

Cost Range

<$1 MF
$1-$5 HC*

Descriptors

Competency based instruction, disadvantaged, distributive education, handicapped, instructional management

User

Educator

Source

Interstate Distributive Education Curriculum Consortium,
119 Townshend Hall, Columbus, OH 43210
ED 164 981, 98 pages

Annotation

The interstate distributive education curriculum consortium (IDECC) was used as the nucleus in a five-part project to develop competency-based instructional systems for:

1) Adult distributive education

2) Postsecondary education

3) Special needs (of handicapped and disadvantaged groups)

4) Addititional occupations (such as marketing and distribution)

5) Entrepreneurship

Through the utilization of consultants and other professionals for each specialized area of the project, competencies were identified and learning activities were developed, tested, and refined.

*HC not available from ERIC.

Bibliography

Minimum Competency Testing Programs and Handicapped Students: Perspectives on Policy and Practice

Rosewater, Ann 1979

Type of Media Report

Cost Range $1-$5

Descriptors Competency testing, handicapped

User Administrator

Source

Publications Coordinator, Institute for Educational Leadership, Suite 310, 1001 Connecticut Ave., N.W.,
Washington, DC 20035

Annotation

This document is a 35-page report on the state of minimum competency testing in education and its application to disabled students in various states. The study, written for the Institute for Educational Leadership, a private policy planning and coordinating agency in education is a resource for federal, state, and local policymakers to help them fairly apply such testing to handicapped students.

Bibliography	The McCarron-Dial System--An Approach to Clinical, Vocational, and Educational Evaluation Dial, Jack G. et al. 1978		
Type of Media	Program Description	**Cost Range**	<$1 MF $1-$5 HC
Descriptors	Handicapped, measurement and evaluation, vocational evaluation, vocational evaluation systems, work samples		
User	Educator Counselor		
Source	McCarron-Dial Systems, Common Market Press, P. O. Box 45628, Dallas, TX 75245 214-247-5945 ED 171 739, 30 pages		

Annotation

The McCarron-Dial System is useful for both vocational and clinical evaluation of neuropsychologically disabled adults. Five factors (verbal-cognitive, sensory, motor, emotional, and integration coping) are used to predict vocational competency, which is measured by work samples and behavior scales, during the first 12 months of a client's vocational program. Wage earnings can also be predicted from level of competency.

In the clinical evaluation, the instrumentation remains essentially the same, but a medical examination/history and formal neuropsychological testing are added since the focus differs considerably. The focus is threefold:

1) Diagnosis of organic brain syndrome and locus of a specific lesion.

2) Determination of whether the condition is chronic or acute, and static or progressive.

3) Evaluation of the effects of brain dysfunctions on learning and adaptive behavior.

A profile and detailed case history is used to illustrate the comprehensive (five-day) version of the evaluation in both a clinical and a vocational setting.

A product of a comprehensive research program which began in 1970, the McCarron-Dial System has been used--for rehabilitation counseling, work evaluation, clinical diagnosis, and program evaluation--with adults disabled by mental retardation, cerebral palsy, emotional disorders, drug or alcohol abuse, impaired vision or hearing, and brain tumors.

Bibliography	Work Evaluation and Adjustment: An Annotated Bibliography 1947-1977 and 1978 Supplement
Type of Media	Annotated Bibliography
Cost Range	$1-$5
Descriptors	Bibliographies, work adjustment, work evaluation
User	Educator Counselor
Source	Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751

Annotation

The first bibliography contains 1,296 annotations covering the years from 1947 through 1977 which serve as a reference to the literature in work evaluation and adjustment. The 1978 supplementary bibliography, which contains 151 entries, includes primarily the work evaluation and adjustment literature written in 1978.

Two indexes are included-a keyword index and a subject index. Many of the projects entered received financial support from governmental agencies such as the U.S. Department of Health, Education, and Welfare, and the U.S. Department of Labor.

Information concerning securing copies of full-length hard copy or microfiche is given.

Bibliography

Development of Individualized Education Programs (IEP's) for the Handicapped in Vocational Education

Information Series No. 144 1979

Type of Media

Monograph

Cost Range

$1-$5

Descriptors

Measurement and evaluation, IEP: issues, development and implementation

User

Educator

Source

The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road,
Columbus, OH 43210
60 pages

Annotation

This paper provides for extending the knowledge and understanding base of vocational educators in developing the IEP. In addition, it provides an awareness of the diversity of needs of handicapped persons and facilitates the first step of a series of steps which vocational educators should continue to pursue in this important responsibility, to provide free public education to all individuals.

Specific topics included are:

- The Individualized Education Program (IEP)
- Procedures for Identification/Diagnosis of Individual Needs
- Observation and Testing
- Prescribing Vocational Education in the IEP
- Steps for Completing the IEP
- Implementation of an IEP
- Critical Issues Related to IEP Development
- Problems and Needs in IEP Development and Implementation
- IEP-Related Implications for Change in the Vocational Education Delivery System
- Ongoing Research and Development Research Projects Related to Some IEP Implications Described

- Utilization Requirements for Developing the IEP
- Recommendations
- Appendix A: Individualized Education Plan and Chart
- Appendix B: Vocational Education: A Sample IEP
- Appendix C: IEP: Sample Form

Bibliography

IEP's: The State of the Art - 1978

Schenck, Susan J. and William K. Levy 1979

Type of Media

Study Report

Cost Range

<$1 MF
$1-$5 HC

Descriptors

IEP development, career testing and assessment, needs assessment, inservice training

User

Educator
Counselor

Source

Northeast Regional Resource Center, New Jersey State Department of Education, 168 Bank St., Hightstown, NJ
609-448-4773 ED 175 201, 22 pages

Annotation

Three hundred individualized education programs (IEPs) and corresponding psychoeducational assessments were collected from the files of children who had been identified as educable mentally retarded (EMR), emotionally disturbed (ED), learning disabled (LD), and other. Frequency distributions were performed on the data obtained from the IEPs and psychoeducational assessments to determine the extent to which required IEP components were actually contained in the programs. Among results were that 64 percent of the cases examined did not report current level(s) of performance; 20 percent did not reveal goals and/or objectives; 18 percent had no statement specific to related educational services; and 68 percent did not include information on the amount of time to be spent in regular education.

Other results included that the referring teacher was involved in IEP development only 15 percent of the time; and parents and school psychologists were involved in only 26 percent of the cases. Findings emphasized the need for inservice training regarding necessary IEP components and translating diagnostic information into an appropriate educational program.

Bibliography

Handbook for the Identification and Assessment of Disadvantaged Learners

Wircenski, Jerry L., compiler 1979

Type of Media

Handbook

Cost Range

< $1 MF
$1-$5 HC

Descriptors

Measurement and evaluation, program evaluation, resource guide, vocational education models and programs

User

Educator
Counselor
Administrator

Source

Bureau of Vocational and Technical Education,
Pennsylvania State Department of Education, P.O. Box 911,
Harrisburg, PA 17126 ED 177 344, 76 pages

Annotation

Designed to generate evaluative information to support instructional decision-making and to support administrative operations, this handbook consists of two major sections:

1) An overview of a comprehensive system for learner identification and assessment.

2) A selection of sample resource procedures and forms that will facilitate implementation of the system.

The identification and assessment system includes alternative methods of evaluating student needs and designing instructional strategies to meet these needs. Furthermore, the system includes activities that will provide feedback to students and teachers so that progress can be monitored and changes implemented. The second section contains evaluation instruments that have been found to provide useful identification assessment information when working with special needs learners in vocational education. Included are sample identification forms, sample preassessment forms, sample formative and summative assessment forms, and sample follow-up assessment forms.

Appended material includes a classification system for the disadvantaged and federal guidelines for identifying disadvantaged and handicapped persons in vocational education programs.

APPENDIX

STRATEGIES FOR IMPLEMENTATION

ACHIEVING A GREATER UNDERSTANDING BETWEEN THE TEACHER AND THE DISADVANTAGED STUDENT

As educators, the successful implementation of effective instruction is considered a priority. However, when the class includes disadvantaged students, communication between the teacher and the student becomes an essential prelude to effective teaching. Communication is enhanced if the teacher knows and understands each individual student.

First and foremost, the teacher must have a clear understanding of the characteristics of the disadvantaged school age population. According to the Vocational Education Amendments of 1968, "disadvantaged persons" refers to persons who have academic, socioeconomic, cultural or other handicaps which prevent them from succeeding in vocational education or consumer and homemaking programs designed for persons without such handicaps and who for that reason require specially designed educational programs or related services. This term includes persons whose needs for such programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons unless such persons also suffer from the handicaps previously described.

Dr. N. Alan Sheppard (1974) has developed a comprehensive list of characteristics which typically pertain to individuals described as disadvantaged. The characteristics are summarized below.

Family and General Population Characteristics

1) The population is predominantly composed of minority groups including Blacks, Puerto Ricans, Spanish and Mexican Americans, Appalachian whites, American Indians, and foreign immigrants.

2) Families are large, and households frequently double up.

3) Family disorganization is common. Desertion, divorce and illegitimate children are contributing elements. In some communities, 30 to 50 percent of the families have no husband/father (Clark, 1968).

Selected Youth Characteristics

Attitudes

1) Disadvantaged youths have a view of society limited by their immediate family and neighborhood. They often see struggle for survival as the major objective in life. Their society often sanctions behavior viewed as immoral by middle class society (Goldberg, 1967). Dependence on welfare, crime and gang warfare are frequently considered essential for survival and recognition.

With the previous discussion in mind, the teacher should be aware that there are a number of misconceptions in evidence which inaccurately describe the disadvantaged population. The prevalence of these attitudes sabotage efforts in functioning as an effective teacher, counselor, or administrator of disadvantaged students. Thus, educational professionals must be able to refute such misconceptions. For example, disadvantaged or culturally different persons are considered intellectually inferior; parents frequently are perceived not to value an education when more likely they do value education but do not trust a school system which they believe to be irrelevant, nonresponsive and repressive. Thus, one could respond that their attitude is ambivalent; it is positive regarding the value of an education while negative regarding the public school system (Sheppard, 1974).

The economically disadvantaged are also generally considered to be lazy. This is difficult to accept as true when many of these persons work twice as many hours a week merely to exist on poverty wages. Furthermore, the middle class describes the lower class as sexually promiscuous and immoral, while statistics indicate that middle class abortions number about as many as economically disadvantaged, illegitimate children in urban and rural depressed areas. The primary difference is that the middle class can afford to be "taken care of" and others cannot (Sheppard, 1974).

Middle class values tend to impound negative effects on many disadvantaged persons. One of the most detrimental prejudices concerns employment. The middle class believe that there is plenty of work for everybody, and if one "really wants to work hard enough" he/she can find something to do. The obvious refute is that many disadvantaged persons are not trained with middle class competencies. Thus, the vicious cycle is perpetuated. A key to interrupting the cycle may be to improve and implement vocational education specifically directed toward the disadvantaged population.

Still another myth is that the disadvantaged person is inarticulate and nonverbal. This may be true if the reference is to standard English spoken by middle class Americans. However, this is too simple a generalization. These persons are quite articulate within their own cultural environment. If educators are to work effectively with culturally different or economically disadvantaged individuals who speak a different dialect, they must understand that: (1) ethnic dialect is a legitimate comprehensive linguistic system; (2) the standard English is not "better" than various ethnic dialects; and (3) ethnic dialects are systematic.

In the classroom, communication between the teacher and disadvantaged student can be enhanced through the application of specific managerial procedures. Dr. N. Alan Sheppard suggests the following guidelines for successful classroom management:

1. Accept and respect the student as an individual--and show it.
2. Establish an accepting instructional climate, free from incessant criticism.
3. "Set up" situations that give individual attention and self-approval.

Social

1) The disadvantaged learner develops a "know-how" for survival (Eisenberg, 1967). They are resourceful in coping with the difficult conditions of life.

2) Since social mobility generally requires education and disadvantaged youth are unable to succeed in school, they look for and engage in activities that are illegal in search of easy money (Goldberg, 1967).

3) The disadvantaged youth is open and frank in expressing his feelings.

4) The disadvantaged youth has a capacity for close and loyal relationships with his peers and adults who have won their confidence and respect.

5) Minority group youth, including disadvantaged youth, are not readily amenable to the values and teachings of the dominant culture.

Socioeconomic

1) Unemployment rates for disadvantaged populations are higher than the national average.

2) Unemployment rates of out-of-school youth (ages 16-21) is extremely high (Conant, 1961).

3) Most employed disadvantaged individuals have menial, low-skilled, low-paying jobs.

4) Many disadvantaged families rely on some type of public assistance (Clark, 1968).

5) Many disadvantaged families do not have the educational background necessary to effectively manage their financial resources.

It is essential for the teacher to be acutely aware of the characteristics of disadvantaged students. Furthermore, it is also essential for the teacher to be aware of the disadvantaged student's attributes. Sheppard (1973) lists the following particular strengths of the disadvantaged learner. When compared to the student who is not disadvantaged, the disadvantaged student tends to:

1) accept responsibility at an earlier age.
2) possess superior coordination and physical skills.
3) relate well to concrete experiences.
4) have collective (family and/or group) rather than individual values.
5) be less susceptible to status and prestige factors; therefore, being more equalitarian in values.
6) experience family cooperativeness and mutual aid.
7) experience a great deal of satisfaction from personal progress.

2) The unstable family situation results in the development of disadvantaged youth who are insecure, aggressive, and delinquent (Clark, 1968).

3) Disadvantaged youth tend to live in the present and are unable to project expectations into the future.

4) Disadvantaged youth develop a negative self-concept. Discrimination, awareness of parents' and friends' economic and social failure, and failure to succeed in school are contributing factors.

5) Disadvantaged students are independent. They are not supervised closely by parents or adults. However, they are accustomed to forms of corporal punishment, since their parents tend to be more authoritarian than middle class families (Ausubel and Ausubel, 1968).

6) Parents of disadvantaged youth generally do not place high value on the educational system and, consequently, do not encourage high aspirations for academic and vocational success, financial independence or social recognition. The youth eventually develop similar attitudes.

7) Disadvantaged youth tend to develop ambivalent attitudes toward authority (Ausubel and Ausubel, 1968).

8) Disadvantaged students have little preparation for coping with the kinds of verbal and abstract behavior which schools frequently demand.

Education

1) Disadvantaged students have a better than 50-50 chance of becoming "dropouts" by the end of the tenth grade (Newton, 1964).

2) Disadvantaged students frequently perform several years below grade expectancy on verbal tests, but often demonstrate normal learning potential on nonverbal tests.

3) Disadvantaged learners are weak in cognitive abstract learning. They favor concrete, stimulus-bound learning situations. Classes which emphasize psychomotor learning are more acceptable and advantageous.

4) Disadvantaged students tend to be creative, motivated, and proficient in areas where their interests lie. If the assignment has purpose for them, they are capable of working proficiently and efficiently on a specific task (Newton, 1964).

5) Disadvantaged students often exhibit above average physical skill and manipulative abilities.

6) Because of negative attitudes and low valuation of school, disadvantaged students are often excessively truant.

4. Be enthusiastic and sincere in your instructional endeavors.
5. Recognize the fact that most deprived children have some resentment and antagonism toward teachers in general.
6. "Talk out" problems--give the student the opportunity to present his or her side of the story.
7. Don't allow personal problems to interfere with instruction.
8. Don't back yourself or a child into a corner. Always leave a way out.
9. Be consistent, consistently.
10. Be fair in judgment, but firm in enforcement.
11. Be a good example--follow your own rules.

Allan C. Ornstein discusses teacher-student relationships in terms of the teacher's attitude. The attitude that teachers have toward their students and profession have a discernible effect on teaching and cannot be disguised or concealed from students who are as sensitive as the disadvantaged. Ideally, the teacher should be understanding but not overly sympathetic; firm, but not inflexible; careful, but not exacting. Furthermore, the teacher should have an intense commitment to his/her role, a deep desire to teach, concern enough about these students to teach them, and a conviction that they can learn.

References

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INSTRUCTIONAL AND MANAGEMENT STRATEGIES FOR TEACHING THE DISADVANTAGED

It is difficult and often confusing for a vocational teacher to review the tremendous variety of literature and research on the subject of effectively teaching the disadvantaged learner. The literature and research presents such a variety of teaching strategies that the teacher's job becomes one of selecting the strategy which will be most effective for the individual teacher. There seems to as many suggested strategies as there are teachers. Instructional and management strategies which prove to be successful for one teacher may be a complete failure for another. Thus, each teacher must evaluate and select instructional and management techniques which most appropriately coincide with his/her personality, teaching style, and situation.

Effective teaching requires the humanization of instruction, provisions for individual differences, use of appropriate instructional materials, organization of learning activities, provision for a favorable psychological climate, and evaluation of the progress of pupils. The following points are designed to identify those common factors which must be present in all effective teaching and to delineate the responsibilities of teachers with respect to them (Sheppard, 1972).

1. To humanize instruction, the teacher should:
    a. Know the academic strengths and weaknesses of each child.
    b. Know the home and community environment of each child.
    c. Treat each child as an individual in accordance with his/her needs.
    d. Understand and appreciate each child as an individual of worth.
    e. Help children recognize their potential, to develop their abilities, and to assume their responsibilities as a member of the class, employee group, and society.

2. To provide for individual differences in the classroom, the teacher should:
    a. Provide different subject matter and learning experiences and have different achievement standards for students with various abilities and/or past achievements.
    b. Provide opportunities for students to work independently on meaningful tasks that result from and contribute to the planned activities of the class.

3. To use available instructional materials and other resources appropriate to the needs of the pupil, the teacher should supplement the textbook and make appropriate use of:
    a. Additional reading materials, such as library books, reference materials, magazines, and newspapers.
    b. Educational television and other visual aids.

   c. Demonstrations, dramatizations, discussions, and other classroom activities.
   d. Field trips.
   e. Resource persons and vocational youth organizations.
   f. Individual and group projects, both in and out of school.

4. To organize learning activities to achieve specific objectives, the teacher should include:
   a. Development of needed skills.
   b. Understanding of specific concepts.
   c. Solutions to meaningful problems.
   d. Development of wholesome attitudes.

5. To provide a favorable psychological environment, the teacher should:
   a. Develop and use questioning techniques which require pupils to employ the higher cognitive processes as well as to demonstrate expression, retention and comprehension.
   b. Encourage pupils to express their ideas in group discussions.
   c. Involve pupils in planning and conducting class activities under the guidance and direction of the teacher.

6. To evaluate progress of students, the teacher should:
   a. Emphasize the application of knowledge to new situations.
   b. Assess achievement in various areas of instruction, work habits, attitude, personal traits, and group relationships.
   c. Help each pupil develop self-evaluation abilities.
   d. Involve each student in the evaluation process.

Ornstein (1974) emphasizes that teachers should not merely dwell on the needs and negative aspects of the disadvantaged, but should be acutely aware of the often overlooked attributes of these students. That is, each individual's vitality, creativeness, expressiveness, informality, humor, personality, friendliness, and frankness, to name a few, should be considered strong points. The teacher can use these attributes to compensate more effectively for weaknesses the student may have in other areas.

Another major concept which must be understood by the classroom teacher is that the disadvantaged learner generally has a negative or low self-concept. This is understandable since disadvantaged students are members of social, economic, and/or academic minorities. They are striving to succeed in a society dominated by a norm group, otherwise described as the majority. Deviance from the norm is stereotypically frowned upon. Thus, the teacher's challenge is to overcome both internal (self) and external (social) stereotyped ideas. Effectively counteracting established social forces requires judicial insight and systematic planning on the teacher's part. Without such insight and planning, the teacher encounters situations in which personal and social biases are inadvertently displayed in classroom and laboratory situations. Such slips are quickly internalized by the students.

The disadvantaged student, like any other student, has basic needs commensurate with Maslow's Hierarchy of Needs, the most important of which are the need for recognition, self-assertion, and successful achievement. The primary difference in these areas between the disadvantaged and nondisadvantaged student is in the opportunities available to each group for satisfying these needs. The disadvantaged students' opportunities are suppressed by his or her daily environment. Therefore, the vocational teacher's primary goal should involve increasing opportunities for the disadvantaged student to meet these essential needs.

In addition to typical opportunities which can be provided in the classroom by general educators, vocational instructors have two unique advantages--emphasis on hands-on/participatory skills and incorporation of vocational youth organization activities into instruction. In writing performance objectives commensurate with individual student's abilities, the vocational teacher ensures the student of some success. Recognition and reward for success can take many forms including charting performance indicating the student's progress, placing the student's project on display in fairs or school exhibits, or inviting the student to do a class demonstration pertaining to a successfully accomplished task. Vocational youth organization activities such as contests, awards, and leadership conferences can also be used to provide the disadvantaged student with rewarding experiences.

Being rewarded for doing something correctly usually causes that behavior to be repeated. The reward should be appropriate to the situation and be of meaningful, personal value to the student. It may be tangible, verbal or nonverbal (gestures). If appropriate rewards are given immediately, the exhibited behavior tends to be strengthened and repeated (Kausmeier and Ripple, 1971). A withdrawn student may become involved in the class discussion if a particular stimulus is presented which causes him/her to respond. If a correct response is followed by an immediate reward (i.e., verbal praise) and if the reward has meaning to the student, he/she may pay attention in class a higher percent of the time (McCandless, 1967). Another technique for including withdrawn students in class activities is to actively encourage them to report some of their experiences to the class (Thomas, 1973).

Consistency is a key to success in using rewards. They should be consistent for both disadvantaged and nondisadvantaged students. If a disadvantaged student sees another student receiving a reward for a particular activity, he/she will rightfully expect a similar reward for performance of a similar task. If the reward is withheld, the disadvantaged student will probably feel that his/her efforts do not make a difference and will become apathetic and indifferent (McCandless, 1967).

Since disadvantaged students are not always successful in their class endeavors, constant rewarding will reinforce unrealistic expectations about themselves. Furthermore, the teacher should not punish a student for lack of success; instead, the teacher should directly inform the student that he/she is not performing adequately (McCandless, 1967).

A word of caution concerning the use of grades for reward and promotion of satisfaction is in order. Research has indicated that grades, alone, do not satisfy or motivate the disadvantaged individual. Vocational teachers have a distinct advantage over other teachers in that their students are producing tangible goods as evidence of successful achievement. Students can actually see that they have run a good bead or typed a neat, attractive letter. Because grades are too remote from this reality, they do not provide adequate motivation. Although teachers cannot avoid assigning grades, vocational teachers should strive to use reward for motivation such as those previously described above and beyond the mere assignment of grades.

Feedback is very closely related to rewards. Feedback, or knowledge of results, is a motivational technique which is also based on theories of behavior change. Feedback provides the student with information concerning status of progress and may include hints as to how the student can improve. Probability of repeated behavior is increased through the use of immediate feedback which is positive in nature. There are three types of reinforcement that a vocational teacher can use for motivation (Thomas, 1973).

1. Verbal communication (written or oral)--teacher to student, teacher to the whole class, or teacher to the whole school.

2. Nonverbal communication (physical gestures or contact).

3. Material (money, food, award, or special privileges).

Vocational teachers are aware that establishing rapport with a class is important; however, this becomes essential in developing communication with disadvantaged students. Dr. Glasser (1970), a psychiatrist and consultant to the Los Angeles School System and author of Reality Therapy and Schools Without Failure, proposes that establishing rapport is basic to the whole procedure of teaching disadvantaged students.

> Get involved with them; help them become friendly; create some warmth and some interaction in the classroom. This is a basic minimum for getting them to listen to you and then, hopefully, to listen to what you are attempting to teach them.

In terms of overall classroom management, disadvantaged students in particular demand a strict, structured, workable situation and need (and want) a teacher who can assure them the stability they usually do not receive at home. Some basic ideas for management are (Ornstein, 1974):

1. Get to know the students early in the term.
2. Keep a clean attractive classroom and lab (expect the students to maintain these standards).
3. Hold individual students strictly accountable for their actions.
4. Be clear with instructions.
5. Be aware of undercurrents of behavior.
6. Be flexible.
7. Work with the individual when possible (when teaching or disciplining).

The following is a general list of suggestions for establishing and maintaining rapport with disadvantaged students (Sheppard, 1974). Many of these are common sense practices.

1. Set your standards for classroom and work experience on a fairly high level. Students will complain, some won't keep up, but they all need to learn about "quality" achievement to appreciate it.

2. Be consistent at all times. Expect the same performance from all. In fact, use the approach that students all "know" what is expected and should not have to be told. They tend to be more responsive.

3. Be fair and give equal time to each student in class participation. Avoid allowing the "smart" students to dominate. Make specific references to statements made by poorer students whenever possible such as, "Let's go back to Barb's comment about keeping records." This specific technique helps build respect for the individual while, also, fostering a feeling of equality within the student. It will encourage more students to participate in class discussions.

4. Admit to making mistakes. Correct them for the students' benefit without making an excuse. They then realize that all human beings have feelings. Students' appreciation for honesty helps to eliminate their fabrications in school and on the job and enables them to face the consequences for their own actions.

5. Laugh at yourself as well as laugh with your students. A teacher does not have to be "one of the gang" to have fun with and respect from young people. They respond very quickly to a sense of humor and seldom show a lack of respect.

6. Maintain adequate control on class discussions concerning problems encountered on the job; otherwise, they can easily become "gripe sessions." Students must learn to realize that not all things will be to their liking and that they must stand on their feet and be able to take it. However, they must be encouraged to speak up if situations are unjust and then only to the proper authority.

7. Review job ratings on a regular basis. Provide both complimentary and critical points. Complete honesty in evaluation is essential even with the student who has "a chip on his/her shoulder."

8. Provide opportunities through club activities for gaining self-confidence. Give training in parliamentary procedure and basic social formalities. Guide students in managing most of the organization's activities themselves.

9. Make sure each student feels free to talk with you in private whenever necessary. Those who feel inferior may hesitate to come and must be reassured by your display of sympathy to others and your willingness to never be too busy to listen.

10. Be keenly aware of potential compliments which can be directed toward particular students. This can be done in reference to clothing, personal grooming, or an especially well-done assignment. When possible, keep administrators informed of successful accomplishments so students have the opportunity to receive distinctive recognition from supervisory, "high ranking" personnel.

Curriculum strategies used in the classroom or laboratory for teaching disadvantaged students can be successful if they are selected or prepared specifically to meet the needs of those who are to be served. Obviously, methods of instruction should be suited to each student. The same method may not be effective with every disadvantaged student. Thus, developing or selecting the right method for each individual student requires that the teacher know the student's capabilities, needs, interests, and desires.

Individualized instruction has the greatest potential for meeting the above requirements. In some occupational areas, there are many individualized learning packages (learning activity packages) available commercially. In other areas, the effort of preparing them is worthwhile. Many instructors report that the pressures of maintaining interest and discipline virtually disappear. Eventually, lesson preparation is reduced to updating materials. The teacher's role becomes one of planner and resource person. Each student progresses at an individual rate commensurate with knowledge and skills which the student had acquired previously. At the same time, students who have little or no knowledge or skills need not be embarrassed (Maxwell, 1973).

In vocational education it is essential for instruction to be practical. The amount of reading required for each lesson should be directly related to the requirements of the occupation and written at levels suited to the student's abilities and needs. Classroom instructional units based on shop work, laboratory practice, or on-the-job (work study, cooperative) experiences of students will influence their interests in the subject matter. Many vocational educators sincerely believe that learning by doing is considered the best teaching method for disadvantaged as well as nondisadvantaged students (Bobbitt and Letevin, 1971). Since vocational materials are designed around this essential concept, there is often little need to drastically alter instructional activities.

Several studies have been conducted to determine which classroom/teaching factors contribute to success in teaching disadvantaged students. The following factors were identified in a suburban/city school setting, but could be applied elsewhere (Ferguson, 1972).

1. A high degree of involvement existed in activities associated with youth organizations.
2. The classroom environment tended to be formal and structured.
3. Teachers tended to be deeply involved with their students, particularly in nonteaching related tasks.
4. One of the teachers' major concerns appeared to be methods of motivating the students.
5. Teachers generally displayed a high concern for seeing their students succeed academically, not only in their respective classes, but also within the total school program.

In conclusion, effective teaching of disadvantaged students is a function of many factors. No attempt has been made to answer all the questions teachers might have concerning teaching disadvantaged students effectively, but rather major concepts have been presented and several referenced resources have been provided which may be used for more in-depth, specific information.

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PLACEMENT OF THE DISABLED INDIVIDUAL*

Job placement--the procedures involved in obtaining appropriate employment--is by no means a simple process. A myriad of factors impinge upon success of placement efforts. These factors may involve the job applicant--is that person skilled and job ready, does the individual possess sufficient job seeking skills? Likewise, the factors may involve the employment--is the employer open-minded about hiring an employee who has a disability, can modifications in the setting, the equipment or the task itself accommodate the disability?

Often, in job placement of handicapped people, a job placement specialist, rehabilitation counselor or personnel director may become involved. Placement personnel can intervene in any number of ways. Job placement professionals frequently help individuals attain job seeking skills. They may arrange contacts between employers and qualified applicants. They often become involved in assisting with adaptive job modifications and follow-up concerning the worker's adjustment on the job. Employers' attitudes toward hiring disabled workers is also a major focus for placement personnel.

Implementation of the following recommendations can facilitate job placement of handicapped individuals.

1. Keep in mind that the job placement process may take longer when working with handicapped people. More sessions of shorter length may be necessary if the individual tends to tire easily (McLarty & Chaney, 1974). Additional assessment may be required to identify appropriate alternatives.

2. The process of placing handicapped workers in suitable employment calls for creative innovation. Make use of every possible resource in exploring ways to adapt equipment or job procedures to accommodate the disability. Keep abreast of the literature in placement journals; become familiar with adaptive techniques used by large companies (they frequently prepare literature and AV presentations concerning these innovations); and consult with local resources that might be able to tailor-make adaptive aids to fit particular needs.

3. Realistic appraisal and consideration of individual strengths and limitations is essential. Focus on one of these aspects to the exclusion of the other can be very detrimental (McLarty & Chaney, 1974).

4. Intermediate steps may be useful. For example, arrangement for a trial period on the job may alleviate concerns of the employer or the job applicant.

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*Reprinted from Lifelong Career Development for Individuals with Severe Handicaps: A Resource Guide, A. Domeck, ed., Lifelong Career Development Project, University of Missouri-Columbia (In Press).

5. In addition to general job seeking skills, make sure the applicant is well prepared to handle employer's questions about the disability. Prepare the person to answer these questions in a realistic yet positive manner. Role playing of the job interview is an excellent tool.

6. Whenever possible, provide applicants with factual data to prepare them to respond to employers' common myths about disabled workers--myths involving absenteeism, accident rates, insurance costs, and workmen's compensation (Guidance, Counseling, and Support Services, 1977).

7. Help plan and conduct educational and awareness building programs for employers in the community. A wealth of literature (much of it free) is available as well as audiovisual materials and exercises to build awareness about handicapped concerns and related legislation.

Resources for Job Placement Counselors, Administrators, and Program Developers

The Job-Related Physical Capacity Research Project (Center for Labor Research and Studies, Florida International University, Miami, FL 33199 305-552-2513)

This project is funded by the National Occupational Information Coordinating Committee (NOICC) and sponsored by Florida's Committee (FLOICC). It is designed to create an appendage to career choice systems that will help handicapped persons make more effective career decisions.

The project is identifying physical capacities measurement systems and correlating them with physical demand elements of specific jobs. The resulting matrix will define job tasks in measurable physical capacities terms, and physical capacities in job-task terms. Using this matrix, jobs and clients can be measured so that resulting gaps provide the bases for therapeutic goals, modifications, and assistive devices. The matrix also provides an objective basis for definition of competency-based performance standards and criteria for determining qualified handicapped individuals.

A major challenge of the project is the development of the methodology to link physical capacities measurements and job analysis terms. At present each field uses vastly different languages.

In working with disabling conditions, the project is using a system that focuses on functional limitation rather than disability categories per se. This system, which is presented on the following pages, offers a useful alternative to traditional classification techniques.

Results of the Job-Related Physical Capacities Research Project will be available at the end of summer, 1980.

The Functional Limitations and Some Related Disabilities*

1. *Difficulty in Interpreting Information*. Persons with this limitation have some limited understanding of spoken or written information. Approximately 7 percent of the U.S. population is affected to some degree. This limitation may be experienced by persons having any of the following disabilities:

   Cerebral palsy
   Cerebrovascular accidents (stroke)
   Mental retardation

2. *Limitation of Sight*. Persons with this limitation include those who cannot read newspaper-size print, are legally blind (20/200 vision), have vision field defect of 10 percent or less, or have hemianopsia (one-sided vision). Less than 1 percent of the U.S. population is affected to some degree. This limitation may be experienced by persons having any of the following disabilities:

   Arthritis (steroid implications)
   Cancer
   Cataracts
   Cerebral palsy
   Cerebrovascular accidents (hemianopsia)
   Congenital or traumatic blindness
   Diabetes retinopathy
   Glaucoma
   Retina degeneration
   Trauma
   Tunnel vision

3. *Limitation of Hearing*. Persons with this limitation cannot understand usable speech with or without amplification. Approximately 30 percent of the U.S. population is affected to some degree. This limitation may be experienced by persons having any of the following disabilities:

   Agenesis of the pinna
   Brain damage
   Cancer
   Complications of other diseases
   Congenital or traumatic loss
   Ostosclerosis

4. *Limitation of Speech*. Persons with this limitation have slow and/or indistinct speech, or use nonverbal communication. Approximately 4 percent of the U.S. population is affected to some degree. This limitation may be experienced by persons having any of the following disabilities:

   Brain damage
   Cancer
   Cerebral palsy
   Cerebrovascular accidents (stroke)
   Hearing disorders

5. *Susceptibility to Fainting, Dizziness, Seizures*. Persons with this limitation experience inducible or spontaneous fainting, dizziness, and/or seizures.

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*Taken from James Mueller, *Designing for Functional Limitations* (Washington D.C.: Job Development Laboratory, The George Washington University), 1979. Percentages of affected population taken from the National Academy of Science, 1976.

Approximately 2 percent of the U.S. population is affected to some degree. This limitation may be experienced by persons having any of the following disabilities:

Cardiac conditions
Cerebral palsy
Epilepsy

6. Incoordination. Persons with this limitation experience lack of control in placing or directing their extremities (spasticity). Approximately 1 percent of the U.S. population is affected to some degree. This limitation may be experienced by persons having any of the following disabilities:

Ataxia
Cerebral palsy
Cerebrovascular accidents
Hemiplegia
Multiple sclerosis
Parkinson's Disease

7. Limitation of Stamina. Persons with this limitation experience shortness of breath and/or abnormal elevation of blood pressure due to mild physical exertion. Approximately 3 percent of the U.S. population is affected to some degree. This limitation may be experienced by persons having any of the following disabilities:

Asthma
Arthritis
Cardiac conditions
Cerebral palsy
Cerebrovascular accidents (stroke)
Chronic bronchitis
Cystic fibrosis
Emphysema
Hypertension
Multiple sclerosis
Muscular dystrophy
Myasthenia gravis
Parkinson's Disease
Renal disease
Scoliosis/lordosis/kyphosis
Spinal cord injury
Tuberculosis

8. Difficulty in Moving Head. Persons with this limitation cannot easily look up, down, and/or to the side. Approximately 1 percent of the U.S. population is affected to some degree. This limitation may be experienced by persons having any of the following disabilities:

Arthritis
Cerebral palsy
Contractures due to burns
Muscular dystrophy
Neck brace wearers
Parkinson's Disease
Torticollis

9. Limitation of Sensation. Persons with this limitation have impaired nerve reception (heat, touch, pain, pressure) in various parts of the body. Approximately 1 percent of the U.S. population is affected to some degree. This limitation may be experienced by persons having any of the following disabilities:

Cerebrovascular accidents (stroke)
Spinal cord injury
Trauma

10. Difficulty in Lifting and Reaching with Arms. Persons with this limitation experience decreased mobility, range of motion, and/or strength in their upper extremities. Appromixately 6 percent of the U.S. population is affected to some degree. This limitation may be experienced by persons having any of the following disabilities:

Cardiac conditions
Cerebral palsy
Congenital deformities
Multiple sclerosis
Muscular dystrophy
Spinal cord injury

11. Difficulty in Handling and Fingering. Persons with this limitation experience decreased mobility, range of motion, and/or strength in their hands. Approximately 1 percent of the U.S. population is affected to some degree. This limitation may be experienced by persons having any of the following disabilities:

Amputations
Arthritis
Bilateral hemiparetic
Cardiac disorders
Cerebral palsy
Cerebrovascular accidents (stroke)
Congenital deformities
Dupuytren's contracture
Multiple sclerosis
Muscular dystrophy
Myasthenia gravis
Parkinson's Disease
Polymyositis
Severe burns
Spinal cord injury
Syringomyelia

12. Inability to Use Upper Extremities. Persons with this limitation experience complete paralysis, severe incoordination, or loss of upper extremities. Approximately 2 percent of the U.S. population is affected to some degree. This limitation may be experienced by persons having any of the following disabilities:

Amputations
Arthritis
Cerebral palsy
Congenital deformities
Polio
Spinal cord injury

13. Difficulty in Sitting. Persons with this limitation experience lack of strength, restriction of motion, and/or lack of trunk control in bending, turning, or balance. Approximately 5 percent of the U.S. population is affected to some degree. This limitation may be experienced by persons having any of the following disabilities:

Arthritis of the spine or hips
Congenital deformities
Scoliosis/kyphosis/lordosis
Spinal cord injury

14. Difficulty in Using Lower Extremities. Persons with this limitation experience slowness of gait, impairment of kneeling, rising walking, standing, and/or stair climbing. Approximately 4 percent of the U.S. population is affected to some degree. This limitation may be experienced by persons having any of the following disabilities:

Arthritis
Cancer
Cardiac disorders
Cerebral palsy
Cerebrovascular accidents
  (stroke)
Congenital deformities
Hemophilia
Multiple sclerosis
Muscular dystrophy
Parkinson's Disease
Spina bafida
Spinal cord injury

15. Poor Balance. Persons with this limitation find it difficult or impossible to maintain balance when moving or when stationary (standing, walking, rising, stair climbing). Approximately 2 percent of the U.S. population is affected to some degree. This limitation may be experienced by persons having any of the following disabilities:

Amputations
Ataxia
Cerebral palsy
Cerebrovascular accidents
  (stroke)
Deafness
Dystonia musculorum deformans
Multiple sclerosis
Muscular dystrophy
Parkinson's Disease
Spinal cord injury

Articles on Job Placement of Handicapped Individuals*

"A Critical View of Job-Placement Inquiry" by Stephen T. Murphy, pp. 166-174. This article proposes that rehabilitation researchers should develop methods of inquiry that could provide an internal view of placement process by persons who have experienced it.

"Employment-Seeking Preparation and Activity: An Experimental Job-Placement Model for Rehabilitation Clients" by Robert O. Keith et al., pp. 159-165. This article presents results of a study examining effects of an innovative job placement approach. Clients were taught job-seeking behaviors on an individual and self-help basis. Placement rate of experimental group was significantly higher than control group.

"Job-Finding Club: A Group-Assisted Program for Obtaining Employment" by N. H. Azrin et al., pp. 130-139. This describes a new group program utilizing techniques such as a "buddy" system of mutual assistance among job seekers, family support and sharing of job leads. Results indicate 90 percent of counseled job seekers obtained employment as compared to 55 percent of noncounseled seekers.

"Job Placement: Strategies and Techniques" by Elizabeth B. Minton, pp. 141-149. Article categorizes job placement into four phases: client development, job development, client placement, and follow-up. It gives practical suggestions for providing services in each area.

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*From Rehabilitation Counseling Bulletin, 1977, 21 (2).

"Job Seeker's Aids: A Systematic Approach for Organizing Employer Contacts" by Richard P. Ugland, pp. 107-115. This is a step-by-step procedure that rehabilitation counselors can use to help clients locate and visit places of employment to identify and apply for job openings.

"Placement: Beyond the Obvious" by Thomas W. Flannagan, pp. 116-120. This article is geared for the counselor who is refining job placement skills and wishes to gain innovative ideas about placement procedures.

"A Placement System Develops and Settles: The Michigan Model" by David Molinaro, pp. 121-129. This paper describes development and implementation of a job placement system which includes specialized units to facilitate job development and job placement.

"A Review of Research on Job Placement" by Jerry J. Zadney and Leslie F. James, pp. 150-157. This reviews recent research on effectiveness training in job seeking skills. It points to promising alternatives to selective placement for clients who are capable of independent job search.

Employer Information and Attitudes About Hiring the Disabled Person

Hiring Handicapped Workers: Facts and Myths*

There are many unfounded myths and misunderstandings which make employers reluctant to hire the handicapped. Among these are:

1. Insurance rates will skyrocket.
2. Considerable expense will be involved in making necessary changes in the work area.
3. Safety records will be jeopardized.
4. Other employees will not accept handicapped-people.

One of the most recent and most extensive surveys of handicapped worker performance was by E. I. Dupont de Nemours and Company, America's 16th largest employer. DuPont's study of eight months gathered data on 1,452 employees with physical handicaps. The key findings of the DuPont study were:

1. Insurance: No increase in compensation cost nor lost-time injuries (Workmen's Compensation Second Injury Law protects against added insurance costs).
2. Physical Adjustments: Most handicapped require no special work arrangement.
3. Safety: 96 percent of handicapped workers rated average-or-better on and off the job; more than half were above average.

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*Reprinted from National Resource Directory, 1979, published by the National Spinal Cord Injury Foundation.

4. Special Privileges: A handicapped worker wants to be treated as a regular employee.

5. Job Performance: 91 percent rated average or better.

6. Attendance: 79 percent rated average or better.

Insurance Risk Information. Many employers are reluctant to hire physically disabled persons because they anticipate an increase in their workmen's compensation premiums. In fact, insurance companies do not take the physical condition of employees into account when computing a firm's premiums for workman's compensation. Premiums are computed in two ways: Rates are broadly based on the occupational hazards of the class into which the employer falls or on the employer's past accident track record. Research done by a private industrial firm confirms that the safety record of disabled workers who are properly placed is similar to that of nondisabled workers.

Second Injury Law of Workmen's Compensation. The Second Injury Law is a part of the Workmen's Compensation Law which limits the Workmen's Compensation liability of employers who hire handicapped workers in employment. This means that a worker's prior physical handicap will NOT increase the employer's cost for workmen's compensation insurance because the Second Injury Law places a ceiling over the liability of the employer by limiting the employer's obligation to a maximum of 104 weeks of disability, death or medical payments. The employer or his insurance carrier is reimbursed for all awards for permanent disability or death after the first 104 weeks.

Attitudes About Job Placement of Disabled People: Audio-Visual Resources

APPROACH TO INDEPENDENCE: FUNCTIONAL ADAPTATION. The videotape shows the use of aids and devices to solve job-related functional problems of disabled people. 3/4 inch videotape cassette, color, 33 minutes.

Rent ($75), Purchase ($250): National Audiovisual Center, General Services Administration, Washington, DC 20409

BALANCE SHEET. For the handicapped, working is a right and discrimination in placement illegal. The film shows a wide range of jobs handicapped people are doing and presents a systematic approach to questions employers ask about hiring the handicapped person. (Source: Disability Attitudes: A Film Index) 16 mm, 28 minutes.

Rent ($40): Continental Studios, 100 North Gordon Street, Elk Grove Village, IL 60007.

THE BOTTOM LINE. Dramatizes the problems disabled people face in employment and the role of the Affirmative Action program in handling these problems. The film is subtitled for the hearing impaired. Excellent for use with employers or the general public. (Source: Disability Attitudes: A Film Index) color, 15 minutes.

Mississippi Methodist Rehabilitation Center, Jackson, MS 39201

COME WORK WITH US. This is a realistic and instructive film about affirmative action, vocational rehabilitation, and the eminent employability of people with a wide variety of handicaps. Handicapped workers and progressive employers illustrate affirmative action at work. The film won an award at the U.S. Industrial Film Festival and is currently widely used in industry. (Source: Disability Attitudes: A Film Index) 16 mm, color, 20 minutes.

Purchase ($125), discount to rehabilitation programs ($85): Filmaster's Inc., 410 First Avenue, Pittsburgh, PA 15219. Captioned version on 1/2-inch or 3/4-inch color video: $50. Available from: West Virginia University Foundation Research and Training Center, 1223 Myers Avenue, Dunbar, WV 25064.

CRIPPLES NEED NOT APPLY. A frank approach to the employment problems of people with severe disabilities. (Source: Disability Attitudes: A Film Index) Color, 15 minutes.

Governor's Committee on Employment of the Handicapped.

A DIFFERENT APPROACH. South Bay Mayor's Committee on Employment for the Handicapped, 1978. The film uses the unique technique of designing a film within a film and broad strokes of humor to present the "hire the handicapped" message. The film is also appropriate in promoting awareness of handicapped concerns. 16 mm film, videocassette, 21 minutes.

South Bay Mayor's Committee on Employment for the Handicapped, 2409 N. Sepulveda Boulevard, #202, Manhattan Beach, CA 90266.

EMPLOYMENT OF THE HANDICAPPED. This series of slide/tapes presents the Affirmative Action Law, its implication, and methods for implementation. Three employer audiences--Top Management Personnel, Personnel Specialists, and Supervisory Personnel--outline the law from their perspectives, discuss implementation techniques and look at resources available to help employers implement the law. Trainer and trainee booklets also are available. (Source: Disability Attitudes: A Film Index) Slide/tape.

Purchase ($452.25): Arbec, Inc., 3905-G 1H35, Austin, TX 78722.

EMPLOYMENT OF THE PHYSICALLY HANDICAPPED. The filmstrip presents eleven case studies showing places of employment for physically handicapped people. It indicates what handicapped workers can do, and suggests the need for broader employment opportunities, particularly with profit-making organizations. It also suggests that employers can be sold on the idea of hiring the handicapped if they are provided tangible evidence of what the physically handicapped can do. (Source: Disability Attitudes: A Film Index) Filmstrip (33 color frames), 17 minutes.

Rent (free): Continuing Education Program for Rehabilitation, Region 2, SUNY at Buffalo, 27 Foster Annex, Buffalo, NY 14214

Purchase ($16.80): Multi-Media Office, Mt. San Jacinto College, 21400 Highway 79, San Jacinto, CA 92383. Order No. VT-50a.

EVERYBODY'S HANDICAPPED. This film, a progenitor to films promoting the hiring of the handicapped, is still equal or superior to most films produced on the subject since 1953. Though the setting is rather out of date, the story line and dialogue is neither corny nor maudlin, but presents a humorous and sophisticated approach to getting handicapped people employed. (Source: Disability Attitudes: A Film Index) 16 mm, sound, black & white, 18 minutes.

Rent ($15): International Rehabilitation Film Review Library, 20 West 40th Street, New York, NY 10018 212-869-0460.

EVERYDAY CHAMPIONS. The film is about disabled individuals who work for the Bell System. Employees with a variety of disabilities discuss their work as they are filmed on the job. The film is appropriate to build awareness of employers and others in the community concerning capabilities of disabled individuals. A Leader's Guide can be borrowed free of charge to assist with discussion about the film.

Michigan Bell, 444 Michigan Avenue, Room 1645, Detroit, MI 48226 313-223-7893.

EXPANDING JOB PLACEMENT FOR SEVERELY HANDICAPPED PEOPLE. The film is based on the work and living experiences of over 15 North Carolinians, all of whom are severely handicapped yet successfully employed. A wide variety of handicaps and a diversity of occupations are represented. Informative and interesting, the film is ideally suited for meetings of civic, business, professional, fraternal, and religious groups. (Source: Disability Attitudes: A Film Index) Videocassette, Fairchild, Super 8 mm, sound, color, 20 minutes.

North Carolina Division of Vocational Rehabilitation Services or Anthony Dingman, Saint Augustine's College, Raleigh, NC 27611.

GOOD PEOPLE. This realistic film depicts the successful employment of people who have suffered a disabling accident yet learned to function successfully in competitive employment. (Source: Disability Attitudes: A Film Index) 16 mm, color, 30 minutes.

Rent (free): Public Relations & Advertising, Hughes Aircraft Company, Building 100, Mail Station A-531, P.O. Box 90515, Los Angeles, CA 90009.

MAINSTREAMING HANDICAPPED PEOPLE INTO THE WORLD OF WORK. Overall message of the film is to depict a positive image of a disabled person in the world of work.

Loan (free): Canadian Rehabilitation Council, Suite 2110, One Young Street, Toronto, Ontario M5E 1E5 CANADA

A QUESTION OF ATTITUDE, 1970. The film asks employers to recognize the prejudices they hold against hiring disabled personnel. The greatest obstacle disabled people are forced to overcome, particularly people with cerebral palsy, is reaction to their appearance. Most find they are judged not by their ability, but by their disability. The film demonstrates just how well a handicapped person can perform when given the chance. No special consideration is asked; only a fair evaluation of whether or not a handicap interferes with efficiency, safety or good work habits. For these workers in Australia, it is only "a question of attitude." (Source: Disability Attitudes: A Film Index) 16 mm, sound, color, 12 minutes.

Rent ($20): International Rehabilitation Film Review Library, 20 West 40th Street, New York, NY 10018 212-869-0460.

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GUIDELINES TO TRAINING AND PLACEMENT OF THE HANDICAPPED

The following collection of materials are designed to provide vocational personnel with some guidelines in their efforts to successfully train and place handicapped persons. While these materials are not intended to be comprehensive, they do provide a beginning. The intent is to make the reader aware of a few of the resources available and emphasize the creativity and imagination necessary in a successful training and placement program. The materials which follow include:

1) Barriers to Training and Employment
2) Adaptive Aids and Devices
3) Accommodation Profile
4) Checklist for Barrier Free Design
5) Targeted Jobs Tax Credit Information
6) Jobs Held by Handicapped Persons

Barriers to Training and Employment*

A handicapped person may face many barriers to training and employment. These barriers may exist within the individual or imposed upon him/her by the environment. They include attitudes held by self and others; an inability to communicate; environmental barriers such as transportation, architecture and equipment; and inadequate skill development.

The following section identifies some of the most common barriers that exist for handicapped persons in relation to work and identifies some examples of strategies for overcoming these barriers. Each handicapped person and training or employment setting is unique. In each case the vocational personnel involved will need to decide which barriers stand in the way of successful training and placement and the best method for overcoming the barriers identified. Some cases may require little if any special effort on the part of vocational personnel involved while others may require him/her to draw upon all available resources.

Attitudinal Barriers

Lack of Knowledge Regarding Consequences of Hiring the Disabled. Employers mistakenly believe that hiring a handicapped person will increase their insurance rates, increase training cost and require major adaptations in their working environment. Many employers also believe other employees and customers will react adversely to interacting with an obviously handicapped person. Strategies for overcoming this barrier are:

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*Condensed from Cook, P. F., P. R. Dahl and M. A. Gale. Vocational Opportunities: Vocational Training and Placement of the Severely Handicapped. Salt Lake City: Olympus Publishing Company, 1978, pp. 11-45. (For annotation and ordering information, see page 295 of this Directory.)

1. Education--Employer education needs to focus on positive aspects of hiring handicapped individuals. Employers should be taught that workmen's compensation insurance rates do not increase when the handicapped are employed. In some cases morale of nondisabled employees has improved when a handicapped person has joined the organization. Employers and co-workers could be made more comfortable in working with the disabled through seminars, filmstrips, and printed matter that explain how to react and interact with the disabled. These materials are often available through nonprofit organizations, federal and state agencies, and professional business associations. These materials should include practical suggestions such as these from the President's Committee on Employment of the Handicapped.

- Stop thinking of impaired people as "disabled." This description was adopted to soften the word "crippled," but the connotations of "disabled" are even more painful. The word implies across-the-board inability to perform, and this is not true.
- Don't dismiss the idea of employing impaired workers without finding out what they can do on a fair and equitable basis.
- Let these workers compete. Many people, in a sincere effort to help, actually make things more difficult for the handicapped. The human and economic needs of the handicapped are best served when they are allowed to become self-supporting and, thereby, to make their contributions as self-reliant members of society.
- Recognize the handicapped as individuals and deal with them accordingly. Sometimes their physical problems limit the scope of their activities, but they should be considered and recognized for their individual skills.
- Don't patronize people with physical disabilities. The handicapped don't want to be coddled or fussed over.

2. Legislative Action--Section 503 of the Rehabilitation Act of 1973 contains a strong affirmative action clause for organizations using federal monies. Every federal agency contract greater than $2,500 requires that qualified handicapped applicants be actively recruited, considered, and employed. Many employers are unaware of eligibility requirements and provisions under the Revenue Act of 1978 (Targeted Job Tax Credit). For information on this public law, please see pages 390-392 of this Directory.

3. Responsibilities of Employers--Employers should be encouraged to seek the cooperation of management, employees, and union personnel in working toward the goal of hiring qualified handicapped employees. Some specific suggestions include:

- Actively recruiting persons with disabilities.
- Analyzing hiring processes by reevaluating the emphasis given to medical histories in the screening process.

Physical examinations should be used for selective placement and not for selective elimination. Employers might consider giving examinations in nontraditional ways.

- Restructuring or modifying jobs to reduce the effect of a disability on a worker's performance. This may require making hours more flexible, splitting one job between a handicapped person and another part-time employee, and designing a "sheltered enclave" for handicapped workers.
- Changing equipment or adding adaptive devices to make the job situation more amenable to the needs of handicapped persons. In some circumstances, the employer's State Department of Rehabilitation may provide handicapped persons with specialized equipment that will help them do their jobs.
- Adopting the 700-hour temporary trial appointment system, used by the Civil Service Commission, for severely handicapped persons.
- Offering consultation services to rehabilitation workshops and to local school districts and volunteering to serve on local vocational education advisory committees.

Low Expectancy on the Part of Society. People working with the handicapped decide on the basis of their own experiences the performance capabilities of the handicapped. As a "self-fulfilling prophecy," they then seek to prove themselves to be right. As a result of this societal attitude, the handicapped people with whom they work do only what is expected of them. Many handicapped workers are thought of as permanent members of a surplus labor force; hence, no really rewarding job situations are developed for them. Strategies for overcoming this barrier include:

1. Development of Genuine Competencies--Technologies such as discrimination learning, attention-retention theory, behavior modification and specific techniques, such as matching to sample, oddity, clustering, fading, and shaping can be utilized to teach competencies to those who find learning difficult.

2. Public Awareness--Media coverage can serve to make the public aware of the successes of handicapped workers in a variety of jobs.

Low Self-Esteem. This barrier involves a set of personal attitudes that behaviorally manifests itself in a lack of interest in job training or opportunities, withdrawal from learning and working situations, a lack of persistence in difficult tasks, ready discouragement, and lack of personal planning. Strategies for overcoming this barrier include:

1. Supportive Counseling--The goal of counseling is to foster self-reliance and to encourage the handicapped or disadvantaged individual to undertake appropriate work tasks. Supportive counseling may be accomplished either individually or in a group setting.

2. Work Experience--Guided success in an actual work experience appears to be highly motivating. The Occupational Training Center (OTC) in St. Paul, Minnesota, used task analysis which led to job reengineering to facilitate training and placement of the handicapped.

3. Behavior Modification--Studies have indicated that performance usually improves when reinforcers are provided (both in training and work settings). Rewarding appropriate assertive behavior leads to a change in attitude toward self and others.

Communication Barriers

Impaired Ability to Speak or Hear. Many jobs, as they are presently designed, require that workers be able to talk to one another and to customers. Those individuals who have a speech and/or hearing impairment may require special aids or training to be successfully employed in these positions. Strategies for overcoming this barrier include:

1. Devices that use visual displays in lieu of speech--Lapboards (or matrix communicators) may be used for those individuals whose disability excludes both written and speech communication. Communication via a lapboard can be greatly enhanced by use of joysticks or pressure-sensitive pads. Strip printers which produce an entire message in response to a single movement of a joystick or that flash a light adjacent to a sentence or phrase show promise (Veterans Administration). Versatile Portable Speech Prosthesis (VPSP), a talking wheelchair, is basically a microcomputer with a phoneme speech synethesizer and a specially designed CRT or television screen. The person selects words from a starter vocabulary, pushes a switch, and the words are spoken aloud. NASA, aiding researchers at Research Triangle Institute in North Carolina and Gallaudet College, has produced the Speech Autocuer in an attempt to use integrated circuit technology to develop a portable minicomputer that will mechanically hear words spoken to a deaf person. It will project a visual cue that will remove ambiguity of words that look similar. Most importantly, the device will aid communication with people who do not know sign or cued speech.

2. Speech Augmentation or generation devices--An electronic larynx can be used to amplify softly spoken speech. Adaptation of a calculator that voices answers to the blind shows promise.

3. Basic Communication Skills for Co-Workers--Through limited inservice training, co-workers can readily be taught to speak slowly and clearly, to face the deaf person directly, and to avoid pacing, standing in shadows, or standing before a bright background when speaking to a deaf person. Co-workers can be encouraged to expand their signing and finger-spelling skills.

4. Speech Therapy for Clients--There are many techniques of speech and language therapy that can help people with hard-to-understand speech speak more clearly. The counselor or speech therapist can assist during the transfer of skills from the training environment to the work setting.

Impaired Ability to Read or to Review One's Own Written Work. Reading or preparing documents, memoranda, diagrams, and related materials is an important part of many jobs. This barrier is particularly relevant to those individuals with a visual impairment. Strategies for overcoming this barrier include:

1. "Conversion" of Print to Sound or Touch--The OPTACON (Optical to Tactile Converter) converts the light pattern of a line of type into tactile pattern that can be felt by the visually impaired individual (Telesensory Systems). The Steretoner is similar to the OPTACON except that it converts the printed stimulus into a tone pattern (Mauch Laboratories). A guide to assist those individuals with relatively minor motor difficulties has been developed for both the OPTACON and Steretoner. Southwest Research Institute Biomedical Applications Team has developed a paper money identifier. Light is reflected on the bill. Different denominations yield a different sound signature.

2. Simultaneous Production of Braille and Inkprint--"Braille verifiers" produce braille copies of documents with the production of a typed copy. They have been adapted to typewriters, computer terminals and other transcribing equipment (IBM Corporation, Triformation Systems, Protestant Guild for the Blind).

Difficulty in Using Standard Communications Equipment. A wide variety of disabilities make it difficult for an individual to use standard communication devices such as telephones and typewriters. Many adaptations, often requiring only minimal expense to the training facility or employer, have been developed. Strategies for overcoming this barrier include:

1. Typewriter Modifications--Mouthsticks, mechanical page turners, special braces, and similar appliances have long been used as aids in typing, computer programming and other clerical tasks. It should be noted that operation of typewriters presents few problems for the blind or visually impaired, but proofreading or editing is a problem. Braille verifiers, cited above, are valuable aids for the blind. Closed circuit television attachments or standard magnifiers can be helpful aids to the visually impaired.

2. Special Needs Telephone Equipment--A variety of adaptations to commercial telephone systems have been made for the deaf, the hard of hearing, the blind, those with speech impairments, and the physically handicapped. Presently available equipment includes headset amplifiers, bone conduction receivers, extra loud or restricted frequency bells for the hard of hearing, a "code-com" attachment that converts sound into light flashes and vibrations, allowing coded signals to be transmitted, devices for the deaf that blink or cause lights to blink, and special dialers and headsets that place minimal physical demands on amputees or those with restricted use of their arms and hands. Telecommunications systems are available that allow telephone-mediated teletype communication.

Environmental Barriers

Inability to Use Ordinary Means of Transportation. For a disabled person, transportation can make the the difference between meaningful work and mere subsistence, between being a member of a community and living in isolation. The availability of accessible transportation directly affects one's quality of life. Strategies for overcoming this barrier include:

1. Education--Architects, designers, contractors, and developers should be taught about the mobility needs of the handicapped so they can begin designing and building barrier-free environments. The Rehabilitation Institute of Chicago offers the following list of minimum requirements:

- At least one primary entrance is wheelchair accessible.
- There are elevators between all floors.
- All essential areas not served by elevators are accessible by an appropriately constructed ramp.
- Places of public assembly have clear viewing spaces where persons may remain in their wheelchairs.

2. Design--Public transportation should be designed so that vehicles are accessible to the handicapped or include specially designed buses. The Regional Transportation District in Denver, Colorado, contracted for buses to be built with the following characteristics:

- Wheelchair lifts
- Wheelchair tiedowns
- Extendable steps
- Bench seating
- Flip armrests
- Specially coated, nonslip handrails and stanchions
- Accessible signal tap switches
- Audible tones for doors
- Additional lighting in stepwell and door areas
- Internal public address system

The Regional Transportation District also identified those characteristics of bus transportation which have a minimal effect on manual operation but which have a high potential benefit for a large percentage of transit riders:

- Extendable steps: Extendable steps provide a low step for increased accessibility and safety.

- Additional grabrails and stanchions: These provide easier entrance to and exit from the buses as well as increased safety and stability inside the bus.

- Side destination signing: A much requested feature which aids the visually impaired and handicapped in bus identification.

- Additional lighting in stepwell and door areas: A significant safety feature which aids the visually impaired during nighttime operations.

- Spot or floodlights for outside door areas: A safety feature which aids the general public as well as the elderly and handicapped during nighttime operations.

- Internal public address system: This is used for destination announcements, especially for the visually impaired.

- Audio warning signal operating with door: A safety and convenience item for the audio/visually impaired.

3. Dissemination--A resource of specific design requirements for barrier-free transportation vehicles, as well as a directory of companies and suppliers who handle special equipment and services can be obtained from the U.S. Department of Transportation, Urban Mass Transportation Administration (developed by the Franklin Institute Research Labs).

4. Community Participation--Communities should consider special transportation for the disabled as part of ongoing rehabilitation, social, and employment services. Organizations should be encouraged to conduct activities in settings that are free of architectural barriers.

Inability to Function in a Business Setting Because of Architectural Barriers. Many of the physically disabled are unable to work and move about in the average business/industrial setting because of the placement of light switches, elevator buttons, and drinking fountains. The handicapped are also inhibited by bathroom layouts, table and desk layouts, and stairs. Strategies for overcoming this barrier include:

1. Education--Designers, architects, builders, and community planners should be taught the design elements that are needed to make buildings and facilities accessible to the handicapped. The President's Committee on Employment of the Handicapped offers the following list of features (minimum requirements) that eliminate barriers to the handicapped:

- At least one building entrance at ground level.

- 32" wide doors that open easily.

- Level thresholds to buildings and rooms.

- Sloping ramps instead of stairs (ratio -- 1 to 12).

- Convenient parking, accessible to buildings.
- Access by handicapped to elevators.
- Restrooms with wide stalls and grabbars for wheelchair users.
- Handrails on all stairways where steps cannot be eliminated.
- Nonslip floors.
- Lower fountains and public telephones for wheelchair users.
- Level walks with no curbs at crossways.

2. Design--Several organizations and publications can provide specific references regarding the redesign of drinking facilities, bathrooms, halls, light fixtures, desks, phones, ramps, etc. (For names and addresses of these organizations, see pages 378-386 of this Directory.)

3. Planning--Employers should establish planning committees to study barriers and their elimination so that facilities can be improved. Handicapped people should be invited to become members of these planning committees.

4. Communication--Buildings should be clearly marked with the international symbol of access to identify accessible entrances, restrooms, and directional routes.

Difficulty in Perceiving and Responding to Environmental Signals. Nearly every work environment requires the worker to perceive signals. Signals include the obvious gauges, meters, rulers, warning lights, buzzers, and other such items as well as environmental information that the nonhandicapped use to guide their behavior but which is inaccessible to those with certain handicaps. Strategies for overcoming this barrier include:

1. Augmentation of Symbols--Signals can be augmented at two different points: 1) at the source of the signal by making it brighter, louder, larger, or effecting similar alternation, and 2) near the point of reception by providing the worker with an implement that will alter the signal to make it perceptible. Modifications may take the form of capitalizing on the worker's best frequency or wavelength which can be substituted for standard bells, buzzers, or lamps. Workers can be supplied with such equipment as hearing aids; magnifiers; high intensity, low-glare lamps; and closed circuit television systems. Enlarged print can be used in manuals and diagrams for the partially sighted. Enlarged lenses can be fitted to gauges and meters, or faces on gauges and meters can be enlarged or printed in colors selected to enhance readability (American Foundation For the Blind, 1976; Sensory Aids Foundation).

2. Presentation of Signals in a Different Modality--Augmentation is not always sufficient. Warning lights can be replaced by bells or buzzers for those with hearing impairments. The Wrist-Com, a small device attached to

the person's wrist which vibrates in response to signals transmitted to it can be used to indicate a variety of environmental events through coded signals (Kruger, 1976). Controls and other manipulative devices that are traditionally distinguished by sight can be altered to be distinguishable by touch. Often this is as simple as roughing up one or two smooth knobs with a file. For performing mathematical computations, "talking" calculators that report the results of computations audibly are available for the blind, as are others that supply results in braille.

Difficulty in Using Objects in the Work Environment. Any number of objects (and pieces of equipment) can interfere with job performance. Many items may prove difficult to reach, difficult to manipulate, difficult to operate, or easy to damage. Handicapped workers often face problems greater than those faced by their nonhandicapped co-workers; frequently, they face major barriers in using objects in the work environment, while the nonhandicapped face none at all.

In applying strategies to overcome this barrier, one should begin with a simple analysis, asking first what duties the worker must perform and what activities must be carried out to fulfill these duties. Next, those activities which prove particularly difficult should be identified allowing the most appropriate strategy to be applied. Strategies for overcoming this barrier include:

1. Alterations in the Work Situation--An evaluation of a work setting should include such items as: the range of the individual's reach; height of desks, benches, and shelves; depth of shelves and benches; the distance from the edge of a bench to toolsacks; provisions for adequate knee room for a person in a wheelchair. Humanscale 1/2/3 (Diffrient, Tilley, and Bardagjy, 1974) provide detailed measurements showing the range of reach for persons in wheelchairs. Even if objects can be reached, they may prove too bulky or cumbersome to manipulate, or they may put excessive demands on fine-motor coordination. Many solutions are little more than common sense:

- Bulky, loose-leaf programming manuals, auto parts books, repair manuals, and the like can be broken up into several lighter volumes.

- Rubber tubing, styrofoam, or rubber bands can be put around pencils, pens, screwdrivers, and the like to "enlarge" them. For those for whom these solutions are inadequate, holders are available to aid in gaining a firm grip; some attach directly to the hand if a satisfactory grip cannot otherwise be achieved.

- Items such as staplers and writing paper that tend to "run away" when bumped by the uncoordinated can be fastened down using clamps, clipboards, etc. A ridge can be constructed around the edge of a workbench, table, or desk to restrain objects that cannot be fastened down either because it is physically difficult to do so, or because they must be picked up and used. Such a ridge would also be useful to any worker who has physical disabilities that make it difficult to retrieve items that have fallen from his or her desk or workbench.

2. Equipment Modifications--Levers, handles, knobs, and buttons can be altered or repositioned to allow operation by those who could not formerly use them. Common alterations that may be needed include:

- enlarged handles that can be grasped more easily.
- protruding buttons to replace recessed ones for those persons with poor fine-motor coordination.
- levers to replace knobs, thereby providing a better grasp for the weak.
- push-pull or joystick controls to replace those that must be rotated, thus placing fewer demands on fine-motor coordination.
- controls that are repositioned to place them within reach of an unparalyzed extremity.
- rings or extensions that are added to wheels or levers so that they can be moved more readily by an amputee with a hook.

Other examples include:*

- A hand lever may be substituted for a foot lever if the client has limited mobility of the lower extremities.
- If a person can exert only limited pressure of the hands or arms power-assisted controls can be substituted, or a control can be lengthened to provide greater leverage, thus necessitating less force for operation.
- Switchboards can be converted to provide audible signals rather than light signals.
- Electronic test equipment which has a visual display can be adapted to provide a braille display.
- Equipment producing sound signals can be converted to provide visual signals.
- Equipment can be raised or lowered to bring the work within the reach of an individual who, for example, is of short stature or uses a wheelchair.

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*Reprint from Guidance, Counseling and Support Services for High School Students with Physical Disabilities. Technical Education Research Centers, p. 371. (Page 247 of this Directory.)

- Machines can be fitted with guide plates or guide stops so that the visually impaired person can position work materials and locate specific points on the materials.

In some cases "equipment modification" may not mean the actual alteration of an existing piece of equipment, but the judicious selection of standard equipment or the addition of an auxiliary piece of equipment to an existing device. Modifications can often be made with little cost to the employer and modified in such a way that will still allow use by nonhandicapped workers.

3. Special Tools, Prostheses and Other Aids--Adjustable wheelchairs can be provided to raise the worker to the level of work stations used by nonhandicapped workers. The "Boston Arm," an EMG-controlled prosthesis, allows synergistic movements of the arms as well as more accurate limb positioning without visual guidance than is possible with traditional prostheses. Besides prostheses and orthoses, a wide variety of devices can be developed or employed to help the handicapped person succeed on the job. Some examples include:

- bookstands with automatic page turners for the physically handicapped who need to make frequent reference to printed materials.

- headwands, mouthsticks, pointers, and other probes for pushing buttons and similar controls by those who cannot reach them unaided.

- devices similar to croupier sticks for drawing items toward the person who cannot reach them unaided.

- devices used for lifting objects from high or low shelves such as the "E-Z Reacher," which allows objects to be grasped with opposed suction cups mounted on metal fingers at one end of a tube (the user adjusts the distance between the metal fingers by squeezing a trigger, thereby grasping or releasing objects).

- a dental aspirator and pump to draw off the liquid of a person with uncontrollable salivation, thereby preventing the saliva from falling on items in the work areas (example given by A. G. Garris in Rehab Roundup, California Department of Vocational Rehabilitation, May, 1975).

4. Job Redesign--The way job duties are performed or the activities assigned to particular workers in performing them are often determined as much by tradition as they are by what really needs to be done. There are at least three ways to overcome this problem:

- reassign duties so that the strengths of each worker are capitalized upon and the importance of the worker's limitations are minimized--this can apply to the strengths and limitations of all workers, not just the handicapped.

- alter the specific activities required so that the same duties are performed, but in a different way.

- entirely eliminate activities that are not really necessary for accomplishing the job.

Skills Barriers

Lack of Independent Living Skills. Self-bath, using the toilet, clothing oneself, cooking, maintaining a household, taking care of emergencies, handling medical problems, handling money, caring for recreational needs, participating in a family, etc., are all skills the handicapped worker must master if he/she is to live independently outside a sheltered environment. Strategies for overcoming this barrier include:

1. Sheltered Workshop Training--Most sheltered workshops provide handicapped persons with training in independent daily living skills. Behavior modification techniques have been used to normalize personal appearance, speech, eating behaviors, and socialization, as well as to reduce deviant behaviors.

2. Off-Campus or Halfway House Training--These settings utilize a more realistic environment to reinforce the mastery of independent living skills and can serve as a bridge between a sheltered environment and independent community living.

3. Public Education--As mainstreaming programs are developed, public education systems will be required to teach independent living skills to handicapped students. Student assessment for IEP's should include activities of daily living.

4. Job Modification--Another approach to this barrier has been to modify the job so that independent living skills are not required. Some work can be done at home; for example, telephone sales work or dispatching taxis or service vehicles.

Lack of Basic Education Skills. It is unreasonable to expect handicapped persons to develop their maximum vocational potential in less time and with less assistance than that given nonhandicapped persons. In order to live independently in an industrialized society, every person must acquire certain fundamental knowledge. Strategy for overcoming this barrier include: Mainstreaming--Mainstreaming is the practice of establishing procedures to assure that, to the maximum extent appropriate, handicapped persons are educated with persons who are not handicapped and that special classes, separate schooling, or other removal of handicapped persons from the regular educational environment occurs only when the nature and severity of the handicap precludes regular classroom education with the use of supplementary aids and services.

Lack of Work Adjustment Attitudes, Skills and Capacities. Any worker must have a variety of work adjustment attitudes, skills, and capacities in order to succeed. The handicapped worker may have special problems because of restricted experience caused by the handicapping condition. Work adjustment attitudes, skills, and capacities include psychosocial skills, physical capacities, critical performance skills, and work behavior and attitudes. Strategies for overcoming this barrier include:

1. Work Simulation, Conditioning and Experience--Most rehabilitation and training programs include work simulation, work conditioning training, or actual work experience. These methods are designed to allow the student to practice working; with some sort of incentive as payment, in order to build up work tolerance. Examples include: reality-oriented habilitation workshops; workshop experience; on-the-job training; semisheltered community employment; and extended sheltered workshop employment opportunities, including personal-social adjustment training, work adjustment training and on-the-job training.

2. Supportive Counseling--Another widespread technique used to overcome this barrier is supportive counseling. Small group counseling sessions can be provided in problem solving and change, social skills, communication skills and employment skills. Individual counseling should be provided on an as-needed basis.

Lack of Vocational Skill Development. Vocational training programs vary widely in scope, methods, the extent to which research is integrated into programming procedures, the extent to which business, labor, and industry are involved, and the training environment. Vocational skill, commensurate with the individual handicapped worker's goal and potential, is a prerequisite to job placement; thus, it can be an important barrier to employment. Strategies for overcoming this barrier include:

1. Individualized Programmed Instruction--Handicapped/disadvantaged students are often capable of achieving the same level of occupational competencies as nonhandicapped students, though perhaps at a slower rate or with a different method. Educators should conduct an in-depth vocational assessment when working with handicapped students and make certain the IEP is truly meeting the needs of the student.

2. Paraprofessional Tutors--The paraprofessional may be assigned the role of presenting content, supplying active tutorial assistance to individuals or small groups of students, serving a monitorial function to help maintain discipline and attention in a crowded or shared-teacher classroom or instructional setting, or serving as a practice agent to improve the value and facilitate the administration of learning activities.

3. Modeling--One of the fundamental means by which new modes of behavior are acquired and existing patterns are modified entails modeling and vicarious processes. One can acquire intricate new learning merely by observing the performance of appropriate models. For example, through modeling an individual can learn to reduce work related anxiety, learn new work skills and improve his/her self-concept and social skills.

4. Operant Behavior Modification--Many programs are using behavior modification techniques, particularly those dealing with the severely

mentally retarded and the multiply handicapped. The range of vocational skills that can be shaped and refined by incorporation of this procedure are limited only by the user's creativity and level of skill in behavioral programming.

5. Work Experience--Work experience obtained on the job is a very widespread method used to increase vocational skills. The techniques vary from simulated work experience in a sheltered workshop to on-the-job training conducted by the business or industry itself. An example of on-the-job work experience is a three-year demonstration project conducted by the Special School District of St. Louis County with the assistance of the Missouri State Division of Vocational Rehabilitation and the St. Louis Jewish Employment and Vocational Service. The program trained clients between 16 and 21 years of age with IQ's ranging from 40 to 65. Clients entered a five-phase program including 1) general evaluation and vocational adjustment (intramural), 2) job-site evaluation and vocational adjustment (extramural), 3) specific job preparation and/or occupational training 4) job placement and tryout, and 5) employment and follow-up. As a result of this project, staff stressed the need for extramural programming that includes community and industrial resources.

6. Systems Approach--A system becomes more than the aggregate of its components. Generally, the first step in establishing a system is to clearly define the output. In most cases, the output for vocational training and placement programs for handicapped persons is employability of the handicapped person. Employability can be defined at the outset as those behaviors one wishes to see expressed at the end of the program. Next, the person is evaluated to see what behaviors she/he is lacking and then a step-by-step course is outlined for the client to follow to reach the desired ends. Feedback loops are built into the system so that the course can be corrected, and the process is continued until the outcome is reached. Emphasis is placed on defining all needed components to achieve the desired outcomes, and each component's function is articulated within the whole system.

7. Reorganization of Programs into Multiagency Centers--Many agencies do not have the resources to predict the changing labor market or the range of medical, social, and financial capabilities necessary to serve the handicapped effectively. Greenleigh Associates (1969) proposed a model program which would include training stipends, guaranteed job placement in manpower training programs, flexible training techniques, sheltered workshops for work evaluation, and work adjustments and pre-employment training.

Adaptive Aids and Equipment

General

Independence Engineering, Inc.
10700 Westport Road
Independence, MO 64052
816-252-1612

This company will assist individuals or organizations in custom designing and engineering adaptive aids and equipment for the handicapped.

Communication Aids

Audio Response Time Sharing System (ARTS)
American Systems, Inc. (ASI)
123 Water Street
Watertown, MA 02172

Provides auditory and tactile sensory aid services to blind persons working or studying from home, school, or office. Audio-response component has a large vocabulary speech in it that permits large number of remotely-located users to telephone the system and operate the services with verbal reply.

Optacon
dist. by Telescensory Systems, Inc.
1889 Page Mill Road
Palo Alto, CA 94304

Optacon consists of two basic components, hand-held camera (pocket-knife size) and book-sized box containing electronics and tactile display. Tactile display consists of array of 144 vibratory reeds. User moves camera across line on printed page, senses letter images on tactile display with index finger of one hand. Optacon transduces print to vibratory patterns; can be used with all type styles, and designed to be used with ordinary printed test. Weighs less than 4 lbs.; price $2,895. Numerous accessories available to Optacon.

Stereotoner Reading Aid
dist. by Mauch Laboratories, Inc.
3035 Dryden Road
Dayton, OH 45439

Personal reading machine that translates letter-shapes into stereophonic musical sound patterns. Characteristic tones for each letter are heard with earphones as hand-held camera passes over normal print. Price approximately $1,250.

Textobrail-Israel Electro-optical Industry, Ltd.
P.O. Box 1165
Rehovot, Israel 76110

Compact instrument that electronically recognizes and converts printed text materials into embossed grade-1 braille on continuous paper tape at adjustable rate of speed. Self-focusing. Adjust automatically to type font being read. Average printing speed is 15 braille characters per/s.

Braille and "Talking" Calculators.

A.F.B. Calculator
American Foundation for the Blind
15 West 16 Street
New York, NY 10011

Calcu-Tac Model T8B (braille output on paper tape--scientific calculator)
Science for the Blind
221 Rock Hill Road
Bala Cynwyd, PA 19004

A.R.C. Model 9500 (talking)
Master Specialties Company
647 Babcock Road
Costa, Mesa, CA 92627

Speech Plus Talking Calculator
Telesensory Systems, Inc.
1889 Page Mill Road
Palo Alto, CA 94304

Braille Computer

Protestant Guild for the Blind
465 Belmont Street
Watertown, MA 02172

Braille Computer Terminal

Triformation Systems, Inc.
P.O. Box 2433
Stuart, FL 33494

Optical Aids

Maddak Inc.
Industrial Road-G
Pequannock, NJ 07440

The following companies have developed various accessories for telephone use which will allow a person with various disabilities to be able to use a standard telephone.

Fanon Courier Corporation
990 South Fair Oaks Avenue
Pasadena, CA 91105

Maddak, Inc.
Industrial Road
Pequannock, NJ 07440

Fred Sammons, Inc.
Box 32
Brookfield, IL 60413

Sparr Telephone Arm Company
P.O. Box 143
Allamuchy, NJ 07820

Fidelity Electronics
5245 West Diversey Avenue
Chicago, IL 60639

Harding Corporation
8020 Southwest 137 Court
Miami, FL 33183

Prentke-Romich
Road 2, Box 191
Shreve, OH 44676

Sonneville Associates
8604 Folkwood Drive
Crystal Lake, IL 60014

Silent Aids Communications
P.O. Box 1727
Washington, DC 20013

Northland Handicap Company
445 East Skillman Avenue
St. Paul, MN 55117

Telephone Add-Ons. Contact any telephone company business office. The Bell Telephone System's booklet, "Services for Special Needs," which describes telephone modifications, is available upon request.

Seeing-Aid Telephone Switchboard. Local telephone company service representative will inform you of this type of switchboard which can be used by a blind or visually impaired person. For blind switchboard attendants, a small box attached to switchboard houses light sensitive probe at end of cord that reaches the length of board. In one hand, the attendant holds probe which buzzes in response to lighted signal lamps on board. By moving probe, attendant can locate activated lamps and handle switchboard like sighted person. Further details available from local telephone company service representative.

Telephone Switchboard Light Probe
New York Telephone Company
101 Willoughby Street
Brooklyn, NY 11301

Simple, hand-held, battery-operated light sensor in convenient "penlight" form. Enables visually impaired operators to use advanced push-button switchboard. Audible beep is heard in operator's headset whenever light probe encounters push button line selector that happens to be aglow as switchboard console is manually scanned.

Custom Luxo Phone Holder
Dist. by Rehabilitation Research and Training Center
The George Washington University
Washington, DC 20006

Earmark, Inc.
449 Putnam Avenue
Hamden, CT 06517

Sensory Aids for the Deaf. Publications concerning communication aids:

Aids and Appliances for the Blind and Visually Impaired. Available from American Federation for the Blind, New York, 1976.

Kruger, F. M. "The Role of Technology in Deaf-Blind Communication." Proceedings of 1976 Conference on Systems and Devices for the Disabled, 1976.

Deaf Mute: A condensed edition for communication with people not familiar with sign language. Price: $1 per copy. Educational and instructional aid book available from Deaf Mute, 619 Fairview, Elmhurst, IL 60126.

Office, School Furniture

The following companies provide desks, stools, chairs, benches, furniture parts and chair and table leg extenders which should be considered when a person who has limited mobility is being considered for employment or has such needs for a particular service.

Chairs

IMSECO
1420 Little John Road
Belleview, NE 68005

Desks

Sonneville Association
8604 Oakwood Drive
Crystal Lake, IL 60014

J. A. Preston Corporation
71 Fifth Avenue
New York, NY 10003

Maddak, Inc.
Industrial Road
Pequannock, NJ 07440

School Desks

E. F. Brewer Company
13901 Main Street
Menomenee Falls, WI 53051

D. A. Kadan Company, Inc.
15 Oak Street
Mt. Vernon, NY 10550

Chair and Table Leg Extenders

Active Aid, Inc.
501 East Tin Street
Redwood Falls, MN 56285

Maddak, Inc.
Industrial Road
Pequannock, NJ 07440

Power Lock Measuring Tapes

Stanley Tools, Ltd.
Woodside
Sheffield, S9 3PD, England

Carpenter's Level

American Foundation for the Blind
15 West 16 Street
New York, NY 10011

Comprises 6 1/4 inch length of 3/4 inch angle welded at one end to v-edged bar, and other to metal plate supported by pin. $19.50.

Hoists, Lifts, and Elevators

Wheelchair Lifts

Braun Corporation
1014 X. Monticello
Winamac, IN 46996

Cheney Company
3015 South 163 Street
New Berlin, WI 53151

Collins Industries
P.O. Box 58, Dept. SBF
Hutchinson, KS 67501

Everest & Jennings, Inc.
1803 Pontius
Los Angeles, CA 90025

Perra Industries Ltd.
#6--4826 Eleventh St., N.E.
Calgary, Alberta, T2E2W7, Canada

R. J. Chair Lift Company
715 Fifth Avenue
Maywood, IL 60153

Target Industries
P.O. Box 3898
Springfield, MA 01101

American Stair Glide Corp.
4001 East 138 Street
Grandview, MO 64030

Amcraft Corporation
3519 Rider Street
Santa Clara, CA 95051

Stairglides. In addition to the many companies that provide wheelchair lifts, listed above, there are several other companies that also provide stairglides:

Earl's Stairway Lift Corporation
921 Cedar Street
Cedar Falls, IA 50613

Flinchbaugh-Murray
390 Eberts Lane
York, PA 17403

Inclinator
20200 Paxton Street
Harrisburg, PA 17105

Office Equipment

Talking Calculators

Master Specialties Company
1640 Monrovia
Costa Mesa, CA 92627

Telesensory Systems, Inc.
1889 Page Mill Road
Palo Alto, CA 94304

Dictating Machines

Sony Corporation
9 West 57 Street
New York, NY 10019

The Sony VR-35 vocational rehabilitation system is designed for guadriplegics' use during vocational rehabilitation. The system offers the handicapped a reliable dictation/transcription business aid with the simplest operation possible. The system is designed so that the dictation/transcription unit is activated by a magnetic mouth wand which operates all the controls--dictate, fast forward, rewind, and cueing.

Office Machines

Prentke-Romich
Route 2, Box 191
Shreve, OH 44676

Smith-Corona Corporation
Route 13
Cortland, NY 13045

Typewriters--Special Design

Smith-Corona Corporation
Route 13
Cortland, NY 13045

Prentke-Romich
Road 2, Box 191
Shreve, OH 44676

Typewriter Institute for the Handicapped
3109 West Augusta Avenue
Phoenix, AZ 85021

This institute has developed a typewriter for use by one-handed and one-armed individuals. Also, Smith-Corona has developed a similar type of typewriter.

IBM Typewriter Accessories. You may learn more about IBM's attachments for the physically handicapped by contacting any one of their particular types of distributors. The IBM attachments for use by the physically handicapped consist of three major devices. They are keyboard rest assembly, armrest assembly, and paper holder assembly. These devices are available as complete bills of material to fit models 01-A-B-D and "Selectric" typewriters.

Armrest--The armrest is a platform of smooth polished wood which is mounted in front of the IBM electric typewriter and allows a handicapped person to rest the forearms in front of the typewriter, thus doing away with the necessity of keeping the arms in typing position. The armrest is ideal in cases where the typist has difficulty holding the arms up to the typewriter.

Keyboard Rest--The keyboard rest is a plate which mounts directly over the keyboard and permits the hands to rest and depress the selected key button without inadvertently tripping other keys. The rest, combined with the ease and flexibility of the IBM electric typewriter, becomes a tool of immeasurable value to the handicapped person. The keyboard rest is an ideal attachment in almost any case where there is difficulty in controlling the muscles of the arms, hands, or fingers. It provides a means of typing for those who otherwise would find it almost impossible to use a typewriter.

Paper Roll Holder--The paper roll holder is a unit which provides a means of feeding through the IBM electric typewriter continuous sheet of rolled paper, 8 inches wide. This eliminates constant insertion and removal of single sheets of paper. The paper roll holder is very useful for the handicapped person because he/she can type for extended periods without replacing the paper.

Page Turner

C. Beil Designs
5535 North Artesian Avenue
Chicago, IL 60625

Fashionable
Dept. G
Rocky Hill, NJ 08553

Saltus Corporation
22 Pleasant Street
South Natick, MA 01760

Touch Turner Company
3739 South 168 Street
Seattle, WA 98118

Book or Magazine Holder. In addition to the previously named companies, contact:

Marshall Manufacturing Company
430 North Segrave Street
Daytona Beach, FL 32014

Fred Sammons, Inc.
Box 32
Brookfield, IL 60513

Fairway King, Inc.
3 East Main Street
Oklahoma City, OK 73104

Handgrips

E. F. Brewer Company
88 West
Menomenee Falls, WI 53051

EDCO, Inc.
P.O. Box 328
Passaic, NJ 07055

Harvey Surgical Supply Corporation
34-35 Collins Place
Flushing, NY 11354

Ventura Research & Rehabilitation
734 Lawton Avenue
Danville, IN 46122

Mobility Aids and Publications

Adjustable Wheelchair

Motorette Corporation
6014 Reseda Blvd.
Tarzana, CA 91356

Prostheses

Veteran's Administration
Research Center for Prosthetics
252 Seventh Avenue
New York, NY 10001

E-Z Reacher

Physical Aids Manufacturing Company
4848 Ronson Court
San Diego, CA 92111

Architectural Redesign Publications

Guidelines for State and Local Vocational Rehabilitation and Employment Committees. Available from National Association for Retarded Citizens, P.O. Box 6109, 2709 Avenue E East, Arlington, TX 76011

Directory of Vehicles and Related Systems Components for the Elderly and Handicapped. Available from U.S. Department of Transportation, Urban Mass Transit Administration, Washington, DC 20591

Associations, Committees and Programs

American Mutual Insurance Alliance
20 North Wacker Drive
Chicago, IL 60606

Children's Hospital at Stanford
Rehabilitation Engineering Center
Stanford, CA 94305

President's Committee on Employment
of the Handicapped
Washington, DC 20210

Regional Transportation District
Special Needs Program
1325 South Colorado Blvd.
Denver, CO 80222

Job Development Laboratory
Rehabilitation and Training Center
George Washington University
Washington, DC 20037

Chamber of Commerce of the U.S.
1615 H Street, N.W.
Washington, DC 20006

National Association of
Manufacturers
Employee Relations Division
277 Park Avenue
New York, NY 10805

Trace Research and Development
Center for the Severely
Communicatively Impaired
University of Wisconsin
922 E.R.B.
1500 Johnson Drive
Madison, WI 53706

The Job Development group has a grant to explore "reasonable accommodations."

Program model: Vocational Skill Development

A Study to Develop a Model for Employment Services to the Handicapped, 1969. Greenleigh Associates, 36 East 42 Street, Suite 1327, New York, NY 10017.

Accommodations for Special Needs Students

In attempting to accommodate a physically disabled student, the educational site should be aware of the "goodness of fit" between features offered by the program and specific needs of the individual. A profile of all aids, services, architectural accessibility components and other features should be obtained for each identified program area in which the student will be enrolled. The Accommodations Profile* shown below identifies those features to be assessed.

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*Reprint from: Guidance, Counseling and Support Services for High School Students with Physical Disabilities, pp. 173-4. (For annotation and ordering information for this source, see page 247 of this Directory.)

Accommodations Profile

Aids and Equipment

Typewriters (large print, electric)
Magnifiers, optical enlargers
Laboratory/shop equipment
Tape recorders
Other: ______________________________

Architectural Accessibility

Building access (reserved parking; gradient of sidwalk, curb cuts; ramps; threshold; hardware; doorway width)
Stories of building (elevator, stairs)
Classrooms
Laboratories/shops
Guidance officers
Cafeteria
Gymnasium and recreation sites
(doorway width, threshold; door hardware; height of work surfaces; knee space; aisle width; positioning and type of controls in laboratories and shops)
Restrooms (doorway width; height of toilet; stall size; door opening outward; height of lavatory, paper towel dispenser, and hardware)
Water fountains (height, placement of controls)
Elevator (height of controls; brailled floor identification; door opening time)
Other: ______________________________

Attitudinal Climate

Willingness of regular teachers to accept student
Willingness of students to accept student

Class Size

Class size that permits individualized attention

Inservice Preparation

Of guidance personnel and regular class teachers regarding accommodation of students with:

Hearing impairments
Orthopedic/neuromotor impairments
Visual impairments
Other health conditions: ______________________________

Instructional Materials

Braille
Captioned films
Large print
Taped
Other: ______________________________

Instructional Support Services

Interpreters
Notetakers
Readers
Tutors
Other: ______________________________

Specialized Programs and Courses

Adapted physical education and recreation
Braille reading
Home/hospital teachers
Independent living skills
Manual communication
Mobility training
Prevocational laboratory
Resource room
Special education classes
    Subjects: ________________________
Speechreading
Work experience programs
Other: ______________________________

Support Services

Attendant for personal care
Nursing services
Parent counseling
Modified van for transportation
Other: ______________________________

Therapies

Occupational therapy
Physical therapy
Psychological counseling
Speech pathology and audiology
Other: ______________________________

Checklist for Barrier Free Design*

1. Passenger Arrival

____ Adequate Place

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*Adapted from: Field, T. F. and J. M. Sink. The Employer's Manual. 1980. (For annotation and ordering information, see page 307 of this Directory.

2. ____ Parking

____ Special stalls with pedestrian access and controls
____ Accessible to building by level or ramped path

3. Walks

____ Continuous uninterrupted surface
____ 48" wide minimum
____ 5% max. gradient on principal walks (rest area if greater than 3%)
____ Firm, nonslip materials
____ Free of gratings, manholes, etc.
____ Curb cuts at streets, driveways, parking lots
____ Level platforms at doors

4. Ramps (Exterior and Interior)

____ 8.33% maximum gradient (1 foot rise in 12 feet)
____ Firm, nonslip surfacing
____ Free of gratings
____ Level approaches, landings at 30 ft. intervals
____ Handrails 32" high, extend 12" beyond ramp
____ Guardrails or walls
____ Well illuminated

5. Entrances

____ At least one major entrance accessible by wheelchair to elevators
____ Level approach platform

6. Doors

____ 32" wide clear opening
____ Single effort with 8 lbs. pressure maximum
____ Level approaches and clearance at sides of door
____ Vestibules with 6'6" separation between doors
____ Thresholds flush or beveled
____ Kickplates 16" high
____ Closers with time delay
____ Handles maximum 42" height
____ Vision panels at 36" maximum above floor

7. Corriders, Public Spaces, Work Areas

____ Corridors 60" minimum width
____ Recessed doors when opening into corridors
____ Floors on common level
____ Nonslip floor materials; noncarpeted circulation paths; transition strips

8. Stairs

____ 42" minimum width
____ 7" maximum risers
____ No square or abrupt nosings
____ Nonslip treads
____ Level, differentiated approaches
____ Handrails 32" high, 18" beyond top and bottom steps
____ Well illuminated

9. Elevators

____ Accessible to each floor level
____ Cab size minimum 60" x 60" or 63" x 56"
____ Door clear opening 32" minimum
____ Handrails at 32" high
____ Automatic and self-leveling 1½"
____ Doors with reopening devices
____ Controls and signals usable by blind persons
____ Emergency routes and plans

10. Toilet Facilities

____ Minimum 1 per sex per floor
____ Entrance clearances (door widths, vestibule size)
____ Floor level with corridor
____ Side transfer compartment, 66" wide x 60" deep, OR
____ Compartment 36" x 56" with 32" clear opening
____ Grab bar(s) at side of water closet, 33" high
____ Wall-hung water closet, 20" high
____ Lavatory with 29" clear space underneath
____ Faucets easily operated, pipes insulated, enclosed or above knee level
____ Urinal (where used) wall-mounted at 19", or at floor level
____ Mirrors, shelves, dispensers usable from lavatory at 40" maximum height
____ Shower stalls with folsing seats, grab bars, special controls

Targeted Jobs Tax Credit*

"Revenue Act of 1978," P.L. 95-600, approved 11/6/78

1) Effective Dates of Act--The TJTC applies to wage costs incurred by firms between January 1, 1979, and December 31, 1980, for certified employees first hired after September 26, 1978.

2) Amount of Credit--50 percent of the qualified first-year wages for such year, and 25 percent of the qualified second-year wages for such year.

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*For further information, contact the Missouri Department of Elementary and Secondary Education, Director of Programs for the Disadvantaged and Handicapped (314-751-3524).

3) First Year--Service rendered during the one-year period beginning with the day the individual begins work for the employer; e.g., the first year for an individual hired on 7/15/79 would be from 7/15/79 to 7/14/80.

4) Second Year--Service rendered during the one-year period beginning on the day after the last day of the first-year period; e.g., for the same individual cited above the second year of service, would be from 7/15/80 to 12/31/80 (the Act expires on 12/31/80).

5) $6,000 Credit Limit--The amount of qualified wages for both the first and second years of the credit will not exceed $6,000 per year per employee.

6) Targeted Groups

   A) A vocational rehabilitation referral

   B) An economically disadvantaged youth

   C) An economically disadvantaged Vietnam-era veteran

   D) An SSI recipient

   E) A general assistance recipient

   F) A youth participating in a cooperative education program OR

   G) An economically disadvantaged ex-convict.

7) Eligibility Requirements for Targeted Groups

   A) Vocational rehabilitation--Having a physical or mental disability which, for such individuals, constitutes or results in a substantial handicap to employment, and having been referred to the employer upon completion of (or while receiving) rehabilitative services.

   B) Economically disadvantaged youth--18 years of age but not yet 25 on the date of hire and is economically disadvantaged (see No. 8).

   C) Economically disadvantaged Vietnam-era veteran--Any veteran who has served on active duty (other than active duty for training) in the Armed Forces of the United States for a period of more than 180 days, any part of which occurred after August 4, 1964, and before May 8, 1975, or having been discharged for service connected disability within that period, and being a member of an economically disadvantaged family, and not having attained the age of 35 on the hiring date.

   D) SSI recipients--An individual who has received supplemental security income benefits under Title XVI of the Social Security Act for any month ending in the preemployment period (see No. 9).

E) General assistance recipients--Any individual who receives assistance under a qualified general assistance program for any period of not less than 30 days ending within the preemployment period (see No. 9).

F) Economically disadvantaged ex-convict--Any individual who has been convicted of a felony, is economically disadvantaged, and has a date of hire which is not more than five years after the last date on which the individual was convicted or released from prison.

G) Youth participating in a qualified cooperative education program--Any individual who is certified by the school participating in the program as having attained age 16 and not having attained age 19, and who has not graduated from high school or vocational school, and who is enrolled in and actively pursuing a qualified cooperative education program. (Alterations in this eligibility requirement will be forthcoming after the publication of this Resource Directory.)

8) Economically Disadvantaged--An individual who had an income during the six months immediately preceding the month in which the hiring date occurs, which on an annual basis would be less than 70 percent of the B.L.S. lower living standards.

9) Preemployment Period--The 60-day period ending on the hiring date.

10) Carryover Provisions--Tax credits which are not used in the present tax year may be applied against any of the past three years tax liability, or carried forward for any of the next seven years.

11) Limitations

A) To prevent targeted employees from displacing nontargeted employees, the Act provides that qualified first-year wages during a taxable year cannot exceed 30 percent of aggregate FUTA (Federal Unemployment Tax Act) wages for all employees during the calendar year ending in that taxable year.

B) The term "wages" shall not include any amount paid by an employer for any period to any individual for whom the employer received federally funded payments for on-the-job training of such individual for such period.

C) As with previous tax credits, the employer's deduction for wages paid is reduced by the amount of credit. ($8,000 first year's wages - $3,000 allowable credit = $5,000 for employer's deduction for wages paid.)

D) The credit is limited to 90 percent of the tax liability after this liability is reduced by other applicable credits such as those taken under the Tax-Based Incomes Policy.

Job Analysis

While it may not be possible for professionals in vocational education to have knowledge of and thoroughly understand all jobs and their related tasks, they should understand the process by which jobs can be studied, analyzed, evaluated, and described.

For a more comprehensive understanding of the job process and the job analysis schedule presented below, the reader is encouraged to refer to the Handbook for Analyzing Jobs. (Annotation and ordering information can be found on page 286 of this Directory.)

OMB 44-R0722

U.S. Department of Labor
Manpower Administration

Estab. & Sched. No. ____________

JOB ANALYSIS SCHEDULE*

1. Estab. Job Title ____________
2. Ind. Assign. ____________
3. SIC Code(s) and Title(s) ____________

DOT Title ____________ Code ____________

Ind. Desig. ____________ WTA Group ____________

4. JOB SUMMARY:

5. WORK PERFORMED RATINGS:

	D	P	T
Worker Functions	Data	People	Things

Work Field ____________

M.P.S.M.S. ____________

6. WORKER TRAITS RATINGS:

GED 1 2 3 4 5 6

SVP 1 2 3 4 5 6 7 8 9

Aptitudes G___V___N___S___P___Q___K___F___M___E___C___

Temperaments D F I J M P R S T V

Interests 1a 1b 2a 2b 3a 3b 4a 4b 5a 5b

Phys. Demands S L M H V 2 3 4 5 6

Environ. Cond. I O B 2 3 4 5 6 7

MA 7-36

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*Abstracted from Handbook for Analyzing Jobs. U.S. Department of Labor, Manpower Administration, 1972.

7. General Education

a. Elementary ________ High School ________ Courses ______________________________

b. College ________ Courses ____

8. Vocational Preparation

a. College ________ Courses ____

____

b. Vocational Education ________ Courses ________________________________

____

c. Apprenticeship ____

____

d. Inplant Training ____

e. On-the-Job Training ____

f. Performance on Other Jobs ____

9. Experience ____

10. Orientation ____

11. Licenses, etc. ____

12. Relation to Other Jobs and Workers

Promotion: From ____________________________ To ______________________

Transfers: From ____________________________ To ______________________

Supervision Received ____

Supervision Given ____

____

13. Machines, Tools, Equipment, and Work Aids

14. Materials and Products

15. **Description of Tasks:**

16. Definition of Terms

17. General Comments

18. Analyst________________________Date__________Editor______________Date__________

Reviewed By__________________________Title, Org.__________________________

National Office Reviewer____

44-R0722

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION

Physical Demands and Environmental Conditions

ESTAB. JOB TITLE ____________________ ESTAB. & SCHED. NO. ____________________

DOT TITLE AND CODE ____________________

PHYSICAL DEMANDS			COMMENTS
1. STRENGTH			
a. Standing ______ %			
Walking ______ %			
Sitting ______ %			
b.		Weight	
Lifting			
Carrying			
Pushing			
Pulling			
2. CLIMBING			
BALANCING			
3. STOOPING			
KNEELING			
CROUCHING			
CRAWLING			
4. REACHING			
HANDLING			
FINGERING			
FEELING			
5. TALKING			
Ordinary			
Other			
HEARING			
Ordinary Conversation			
Other Sounds			
6. SEEING			
Acuity, Near			
Acuity, Far			
Depth Perception			
Accommodation			
Color Vision			
Field of Vision			

RATINGS: P. D.: S L M H VH 2 3 4 5 6

Analyst ____________________ Date ____________ Estab. Reviewer ____________________

E.S. Reviewer ____________________ Date ____________ Title ____________________ Date ____________

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ENVIRONMENTAL CONDITIONS		COMMENTS
1. ENVIRONMENT Inside ________ % Outside _______ %		
2. EXTREME COLD WITH OR WITHOUT TEMPERATURE CHANGES		
3. EXTREME HEAT WITH OR WITHOUT TEMPERATURE CHANGES		
4. WET AND/OR HUMID		
5. NOISE Estimated maximum number of decibels		
VIBRATION		
6. HAZARDS Mechanical		
Electrical		
Burns		
Explosives		
Radiant Energy		
Other		
7. ATMOSPHERIC CONDITIONS Fumes		
Odors		
Dusts		
Mists		
Gases		
Poor Ventilation		
Other		

RATINGS: E. C.: I O B 2 3 4 5 6 7

PROTECTIVE CLOTHING OR PERSONAL DEVICES

WORKER TRAITS

TRAINING

*GED - General Educational Development. Language (reading writing speaking), reasoning and mathematical development.

Level 1 - minimum, commonsense, e.g. elementary school
Level 2 - partial high school to complete high school
Level 3 - high level high school graduate to 2 yrs college
Level 4 - college graduate
Level 5 - master's level
Level 6 - doctorate

SPV - Specific Vocational Preparation.

Level 1 - Short demonstration only
Level 2 - Anything beyond short demonstration up to and including 30 d
Level 3 Over 30 days up to and including 3 months
Level 4 - Over 3 months up to and including 6 months
Level 5 - Over 6 months up to and including 1 year
Level 6 - Over 1 year up to and including 2 years
Level 7 - Over 2 years up to and including 4 years
Level 8 - Over 4 years up to and including 10 years
Level 9 - Over 10 years

*APTITUDES

	High Requirement				Low/no Requirement
G - Intelligence	1	2	3	4	5
V - Verbal	1	2	3	4	5
N - Numerical	1	2	3	4	5
S - Spatial	1	2	3	4	5
P - Form Perception	1	2	3	4	5
Q - Clerical Perception	1	2	3	4	5
K - Motor Coordination	1	2	3	4	5
F - Finger Dexterity	1	2	3	4	5
M - Manual Dexterity	1	2	3	4	5
E - Eye-Hand-Foot Coordination	1	2	3	4	5
C - Color Discrimination	1	2	3	4	5

TEMPERAMENTS

D - Adaptability to accepting responsibility for directing, controlling or planning an activity
F Adaptability to situations involving interpreting feelings, ideas, or facts in terms of personal viewpoint
I - Adaptability to influencing people in their opinions, attitudes, or judgments about ideas or things
J - Adaptability to making generalization, evaluation, or decisions based on sensory or judgmental criteria

*Simplified from DOL Handbook.

TEMPERAMENTS (cont'd)

M - Adaptability to making generalizations, evaluations, or decisions based on measurable or verifiable criteria
P - Adaptability to dealing with people beyond giving and receiving instructions
R - Adaptability to performing repetitive work, or to performing continuously the same work, according to set procedures, sequence, or pace
S - Adaptability to performing under stress when confronted with emergency, critical, unusual, or dangerous situations; or situations in which working speed and sustained attention are make-or-break aspects of the job
T - Adaptability to situations requiring precise attainment of set limits, tolerances, or standards
V - Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure

INTERESTS

1a.	Preference for dealing with things and objects	vs.	1b.	Preference for communication of data
2a.	Preference for business contact with people	vs.	2b.	Preference for scientific and technical activities
3a.	Preference for routine, concrete, organized work	vs	3b.	Preference for creative, abstract activities
4a.	Preference for working for presumed good of people	vs	4b.	Preference for activities relating to processes, machines, techniques
5a.	Preference for activities resulting in prestige or esteem of others	vs.	5b.	Preference for activities in tangible, productive satisfaction

PHYSICAL DEMANDS

S - Sedentary Work (lift max. 10 lbs. limited walking standing)
L - Light Work (lift max. 20 lbs; stands up to operate equipment, also walks)
M - Medium Work (lifts max. 50 lbs; walks, stands continuously during some operations
H - Heavy Work (lifts objects in excess of 100 lbs)

2 - Climbing and/or balancing required

3 - Stooping, kneeling, crouching and/or crawling required

4 - Reaching, handling, fingering, and/or feeling required

5 - Talking and/or hearing required

6 - Seeing required

ENVIRONMENTAL DEMANDS

I - Inside

O - Outside

B - Both

2 - Extreme cold with or without temperature changes

3 - Extreme heat with or without temperature changes

4 - Wet and/or Humid

5 Noise and/or Vibration

6 - Hazards

7. Fumes, odors

Interviewing and Recruiting Qualified Handicapped Employees*

Interviewing

About 40 percent of the complaints that have been filed with the Department of Labor under Section 503 of the Rehabilitation Act have stemmed from the interviewing process.

The interview is the first time an applicant and potential employer meet. It is normally a time of nervousness for the applicant, and in the case of a disabled applicant it can be a time of nervousness for the interviewer.

This handout is designed to diffuse a difficult situation--nerves against nerves. It is intended to be useful as a guide, but it's not the final word. An interviewer should be prepared to handle different situations in different ways. The essence, after all, of the Rehabilitation Act, is awareness and adjustability.

As a federal contractor covered by Section 503, you are not permitted to ask an applicant if he or she is handicapped. Nor are you permitted to consider the applicant's handicap as a criterion for not hiring them, unless the disability clearly would impede the worker's qualifications for the job, even with reasonable job accommodations. In other words, a handicap must be job-related to warrant disqualification. (Example: a blind bus driver.)

Similarly, you may not ask questions about an individual's disability, unless it is job-related. You may, however, invite an applicant to inform you of a disability that he or she may have in order that you might use the information to 1) consider them a part of your affirmative action program and 2) work on a reasonable job accommodation that may be necessary. To accomplish this, the following words have been suggested by the Department of Labor, to be included on application forms: "As an affirmative action employer subject to Section 503 of the Rehabilitation Act of 1973, we invite you to inform us of any mental or physical handicap you may have. This information is not required by law and will be handled in a nondiscriminating and confidential manner.

Guidelines

Do's

1. Do obtain necessary, relevant background data regarding the qualifications of the applicant.
2. Do ask direct questions about the applicant's ability to perform the job in question.

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*Reprinted from: Mainstream Inc. Conference on Compliance.

3. Do give more information about the nature of the work than you might in a routine interview situation (such as the mental, physical and safety requirements).

4. Do use job site visits whenever possible during the interview.

5. If the applicant volunteers to be part of your affirmative action program, do inquire about the need for job accommodations. Ask the applicant for suggestions for appropriate accommodations and make sure all such questions are job-related.

6. Do give clear, nonpatronizing reasons when a "no fit" situation occurs. But be certain that all avenues of reasonable accommodation and job analysis have been explored.

7. Do remember, when an applicant declares more than one disability to only ask questions about the job-related disability.

Don'ts

1. Don't ask questions about a person's handicapping condition that are not clearly job-related.

2. Don't be overly solicitous, condescending or patronizing when interviewing a handicapped applicant.

3. Don't make any assumptions about a person's ability to perform a job based on your knowledge or ideas about a disabling condition.

4. Don't make any assumptions about a person's ability to perform a job based on your experience with, or knowledge of, other people with identical impairments.

5. Don't make assumptions about a person's social adaptability in the job situation (particularly deaf persons, mentally retarded persons or applicants recovering from mental illness).

Recruiting

The backbone of a successful affirmative action program is recruitment. The unique part of Section 503 is that it requires federal contractors to develop positive and vigorous outreach programs to find qualified handicapped workers. Contractors have found that, traditionally, disabled people do not come knocking on personnel doors--and the reason may be that the door is inaccessible--both in architectural and attitudinal terms. But contractors are also finding that efforts used to attract other minority workers will also pay off in finding disabled workers. For example, it is good policy to add "handicapped" to all affirmative action announcements. Outreach programs are rarely characterized by instant results; but once the word is out that an employer is sincere about affirmative action programs, the recruiting program can snowball to success.

Section 503 of the Rehabilitation Act requires that contractors undertake outreach and positive recruitment activities, as to employment and advancement of qualified handicapped individuals. The scope of the outreach efforts to be undertaken depends on the contractor's size, resources and the extent to which his existing employment practices are adequate. The Section recognizes that traditional recruitment sources and practices will not necessarily be sufficient to attract handicapped applicants for employment. Many plants rely on applicant initiative to approach personnel offices--initiative handicapped individuals are unlikely to assume since they cannot be sure of the accessibility of personnel facilities or of the attitudes of personnel managers. Employment agencies, whether public or private, vary from state to state in their concern for the employment of the handicapped. Therefore, it was necessary to determine individually the capability of each source to respond to job requests, assuming that individual handicapped applicants will not "take the first step."

Guidelines

Do's

1. Do establish an on-going relationship with your State Vocational Rehabilitation Agencies, Employment Security Offices and Disabled Veterans Offices.

2. Do research all agencies in your area that deal in job training and placement for handicapped individuals. (Example: blind services programs, training programs for the retarded, individual placement programs for the disabled.)

3. Do contact coordinators of handicapped affairs when planning campus recruiting to make them aware of your visit.

4. Do remember to include handicapped along with women and minorities in your employment announcements. (Example: F/M/H.)

5. Do make your job listings available in alternate forms. (Example: tapes, braille for the blind, and printed matter for the deaf.)

6. Do include handicapped employees in your corporate publications so your work force is aware of your receptivity to handicapped employees.

Don'ts

1. Don't schedule recruiting and interviewing sessions in inaccessible places.

2. Don't forget to advertise job openings in publications read by handicapped persons. (Example: periodicals by consumer groups and provider organizations.)

3. Don't forget to make auxillary aids available when interviewing if needed. (Example: interpreters for the deaf.)

4. Don't forget to make local and national resources aware of anticipated needs. (Example: corporation will be opening a new accounting division in a year.)

5. Don't stereotype when recruiting.

Listings and Case Studies

Job Listing

In the training and placement of handicapped persons, many of our actions are dependent upon our expectations. For example, if we believe guadriplegics could never be successfully trained or employed as computer programmers, they never will be. As a self-fulfilling prophecy, we seek to prove ourselves right by not directing our energies toward that goal. The end result is that handicapped persons have traditionally been placed in "dead end" positions.

The listing of jobs and minicase studies found on the following pages are presented in order to provide a small sample of the wide variety of jobs in which handicapped persons have successfully found employment. We hope through these examples to encourage the exploration of a wide variety of jobs for handicapped persons by vocational personnel.

Listing of jobs compiled from:

- Survey conducted by the American Institute for Research (Project VOTAP)
- President's Committee on Employment of the Handicapped
- National Federation for the Blind
- National Association for the Deaf

Epilepsy

Page
Salesperson, Parts
Telephone Solicitor
Cook, Short Order I
Dining Room Attendant
Counter Attendant, Cafeteria
Canteen Operator
Kitchen Helper
Housecleaner
Cleaner, Housekeeping
Nurse Aide
Orderly
Food-Service Worker, Hospital
Detective
Guard, Security
Engine Repairer, Service
Lens Polisher, Hand
Contact Lens--Curve Grinder
Television and Radio Repairer
Auto Design Detailer
Drafter, Architectural
Accountant
Telegraphic Typewriter Operator
Shipping and Receiving Clerk
Stock Clerk

Paraplegic

Administrative Clerk
Accounting Clerk
Estimator, Printing
Receptionist
Telephone Operator
House Worker, General
Kitchen Helper
Barber
Nurse Aide
Protective Officer
Printed Circuit Technician
Inspector, General
Offset Press Operator I
Offset Press Operator II
Dental Technician, Crown and Bridge
Television and Radio Repairer
Painter Apprentice, Automotive
Announcer
Tool Designer
Drafter, Architectural
Drafter, Mechanical
Medical Technologist
Manager, Retail Store
Keypunch Operator
Bookkeeper I

Multiply Handicapped

Dining Room Attendant
Waiter/Waitress
Bartender
Kitchen Helper
Cleaner, Housekeeping
Barber
Occupational Therapy Aide
Nurse Aide
Orderly
Physical Therapy Aide
Shoe Repairer
Presser, Machine
Groundskeeper, Industrial--Commercial
Foundry Worker, General
Tarret-Lathe Set-up Operator
Machine Set-up Operator
Engine Repair, Service
Refrigeration--Mechanic Helper
Printer
Cabinet Maker
Applicance Repairer
Shop Tailor
Leather Worker
Bricklayer Helper
Reproduction Technician

Mentally Retarded

Machine Operator II
Engine Repairer, Service
Laborer, Carpentry
Clerk, General
Duplicating--Machine Operator
Photocopying Machine Operator
Stock Clerk
Aircraft Shipping Checker
Mailer
Deliverer, Outside
Order Clerk
House Worker, General
Cook, Short Order I
Child-Care Attendant, School
Nurse Aide
Orderly
Presser, Machine
Laundry Worker III
Guard, Security
Farm Worker, Vegetable II
Baker Helper
Container Washer, Machine
Fountain Service
Counter Attendant, Cafeteria
Child Monitor

Quadriplegic

Manager, Retail Store
Reporter
Employment Interviewer
Underwriter
Editor, Publications
Scientific Helper
Clerk, General
Bookkeeper I
Material Clerk
Inventory Clerk
Sales Correspondent
Receptionist
Telephone Operator
Order Clerk
Sales Representative, Advertising
Sales Representative, Farm and Garden Equipment and Supplies
Salesperson, Automobiles
Sales Representative, Door-to-Door
Occupational Therapy Aide
Nurse Aide
Electronics Assembler
Photographic Finisher I
Telephone Solicitor
Engineering Assistant
Programmer, Business

Emotionally Disturbed

Medical Technologist
Management Trainee
Stenographer
Offset--Duplicating--Machine Operator
Programmer, Business
Electrician
Printed Circuit Technician
Dental Technician
Lens Polisher, Hand
Receptionist
Foster Parent
Sales Representative, Food Products
Sales Representative, Office Machines
Sales Representative, General Merchandise
Sales Clerk
Occupational Therapy Aide
Morgue Attendant
Offset Press Operator II
Machinist, Apprentice
Medical Assistant
Graphic Designer
Accountant
Chemistry Techologist
Systems Analyst, Electronic Data Processing
Keypunch Operator

Other Orthopedic

Telephone Solicitor
Sales Clerk
Newspaper Carrier
Cook (domestic service)
Kitchen Helper
Guard, Security
Kennel Attendant
Round-Up-Ring Hand
Inspector, General
Machine Operator I
Lapper, Hand Tool
Dental Laboratory Technician Apprentice
Optician Apprentice
Electronics Assembler
Laborer, Carpentry
Chauffeur
Electronics Technician
Disc Jockey
Accountant
File Clerk I
Clerk, General
Bookkeeping--Machine Operator
Administrative Clerk
Accounting Clerk
Laboratory Clerk

Cerebral Palsied

Dining Room Attendant
Telephone Solicitor
Shoe Repairer
Guard, Security
Kennel Attendant
Television and Radio Repairer
Furniture Upholsterer
Parking Lot Attendant
Reporter
Nurse Aide
Keypunch Operator
File Clerk I
Cashier I
Computer Operator
Cashier II
Mail Carrier
Deliverer, Outside
Telephone Operator
Used Car Renovator
Duplicating Machine Operator
Curator
Order Clerk
Personal Attendant
Blueprinting Machine Operator
Mail Clerk

Blind

X-ray Attendant
Small Engine Rebuilder
Piano Technician
Electrical Appliance Serviceman
Auto Mechanic
Typist
Telephone Solicitor
Sales Clerk
Retail Store Manager
Disc Jockey
Wicker Worker
Assembly Technician
Lathe Operator, Production
Farm Worker I
Guard, Security
Supply Clerk
Accountant
Medical Laboratory Technican
Loan Interviewer
Teacher Aide
Secretary
Carpenter
Assembler, Automobile
Watch Repairer
Pharmacy Assistant

Deaf

Editor, Map
Drafter, Assistant
Curator
Teacher Aide
Editor, Publications
Typist
Animal Caretaker
Machine Operator II
Engraving--Press Operator
Upholstery Repairer
Glass Cutter
Manager, Warehouse
Teletype Operator
Accountant
Auto Mechanic
Small Engine Rebuilder
Make-Up Artist
Cook, Short Order I
Bricklayer
Candy Cutter, Hand
Air Conditioning Mechanic
Horticultural Worker I
Physical Therapy Aid
Computer Programmer

Severe Health

Medical Laboratory Technician
Illustrator
Manager, Apartment House
Dispatcher
Appraiser, Real Estate
Transmitter Operator
Keypunch Operator
File Clerk I
Typist
Medical Secretary
Mail Clerk
Administrative Clerk
Cashier II
Stock Clerk
Store Keeper
Chauffeur
Watch Repairer
Escort
Guard, Security
Locksmith
Procurement Clerk
Steward/Stewardess, Banquet
Nursery School Attendant
Salesperson, Automobile
Salesperson, Jewelry

Occupational Case Studies

In the following section the project staff, with the assistance of the Department of Vocational Rehabilitation, the State Bureau for the Blind and secondary programs in the state have identified and interviewed various disabled and disadvantaged individuals who are nearing completion of a vocational training program beyond the secondary level or are currently employed.

While interviewing these individuals, the project staff collected information on personal history leading to the career choice, the adaptations and job restructuring required to minimize handicapping conditions, and promotion ladders specific to the individual and occupation.

The purpose of this section is to examine career options available to the special needs student and to raise the professional expectations of personnel educating and placing these individuals.

Case Study #1: Charlie

Disability: Physically Impaired

Shortly after graduation from high school Charlie was involved in a car accident which resulted in complete paralysis of the lower half of his body and limited function in his upper extremities. Charlie reports that he tried repeatedly to take classes at a major university but failed due primarily to low motivation. In 1979, Charlie discovered TODCOMP through friends involved in the program. Taking the initiative, Charlie contacted the program director, took the necessary tests, and was accepted into the program.

Charlie has found many similarities between the tasks involved in computer programming and those of a draftsman, a career he had begun to pursue prior to the accident. Charlie enjoys the exactness, precision, and logic involved in computer programming.

Upon completion of the program Charlie intends to seek employment in the Columbia area. Charlie plans to utilize the contacts he has made with the program's business advisory committee to locate a position most suited to his interests and abilities. Once he has gained some experience, Charlie hopes to move to a larger city. Charlie anticipates few problems in selling his highly marketable skill.

Career Ladder

Systems Analyst
Programmer Analyst
Programmer II
Programmer I (entry level position for individuals completing TODCOMP program)
Data Control Clerk

Job Title: Programmer I
DOT #020.187-010

General Description--Workers in this job write step-by-step instructions for a computer to follow. These instructions are as important as the machine, for the machine can only do what it is programmed to do.

Specific Skill Requirements--The computer programmer must be able to:

- work with patience and exactness
- pay close attention to detail
- think logically
- work as a member of a team
- work with office machines
- work with mathematics
- sit or stand for a long period of time

Preparation and Training--A minimum of a high school education is required. Formal training for programmers can take years at a business college, community college, or more than two years at a regular college. (Helpful high school subjects include: English, general math, and physics.)

Earnings (average for the state of Missouri)

Average number of hours/week: 40
Average starting salary: $18,890/year
Salary Range: $15,960-$22,240/year

Employment Opportunities--1977-1983 (Job Opening Projections)

Expected number of openings:

St. Louis area--244
Kansas City area--194
Springfield area--44

Advancement--As the programmer gains experience, he/she may advance through the career ladder cited previously. Increased earnings can be expected with experience.

TODCOMP Training Program

TODCOMP is a program for the Training of the Severely Disabled in Computer Programming or in computer related functions. The program began operation in the fall of 1975 and was authorized by the Missouri Office of Manpower Planning as one of its programs funded from the Federal Comprehensive Employment and Training Act. The computer training project was initiated at the University of Missouri-Columbia within the Information Science Group.

The project is presently funded on an individual basis by the State Division of Vocational Rehabilitation, the Bureau for the Blind, or by a sponsoring employer. The project is administered by the University of Missouri-Columbia Extension Division, and is affiliated with the Computer Science Department.

Goals. There are five goals of the TODCOMP program: 1) to train those individuals unable to participate in the usual academic or professional programs, 2) to provide hardware modifications as needed, 3) to acquaint the trainee with a realistic working environment for computer applications, 4) to provide the motivated handicapped person with a marketable skill through which to realize his or her goal to be economically independent, and 5) to assist the trainee in applying for positions compatible with his or her training and experience. The emphasis of the program is on actual use of the computer in applying the skills and concepts studied.

Computer Curriculum. TODCOMP is a ten-month training program of 30-36 hour weeks. Both hard copy and CRT terminals are used extensively to free the handicapped trainee from the disadvantages posed by card decks, assignment sheets, and coding forms. Individual attention is given to coping with physical difficulties, with the objective that the trainee will be able to function independently in the working environment.

Much of the teaching is tutorial. The trainee is encouraged to use a variety of materials and to learn on his/her own. Some review of mathematics is available for those who need to review such skills.

Adaptations. Specific adaptations among others include: a braille terminal for the blind, an Apollo Reading Machine and taped instruction for the visually impaired, a mouth deck for individuals with severe eye/hand coordination problems, a keyboard guard to assist CP individuals to zero in on the wanted key, lowered or raised terminals, and various types of hand braces. Every attempt is made to limit handicapping conditions. The major source of funding for adaptive equipment as well as attendants, taperecorders, typewriters, etc., has been DVR.

On-the-Job Visitation. An important feature of TODCOMP is the visitation program. After the trainee has mastered the core curriculum he or she is assigned an on-the-job visitation in an office within the University of Missouri or the University of Missouri Medical Center. For one-half day for a period of one to six weeks the trainee takes part, to some degree in the programming or data processing activities of the cooperating organization. Even though the visitation may involve using a different computer language, the trainee gains confidence in his usefulness and an awareness of the realities of the programmer's role.

Independent Living Skills. An important complementary aspect of TODCOMP is the emphasis on independent living. Preparation for living independently includes driver training, apartment management, personal finance, and rehabilitation recreation. The program is presently expanding to include an outdoor education program, physical fitness awareness and sex education.

Community Involvement. The TODCOMP program utilizes both an independent living and a business advisory committee. These committees assist program personnel in defining admissions criteria, curriculum development, placement of individuals and locating resources. The program encourages community involvement and awareness through tours of the facility and open house days.

Eligibility. Selection of trainees is based on the results of tests administered by the Rehabilitation Counseling Center at the University of Missouri Medical Center. Only those applicants are considered who exhibit strong motivation to study and hold a position once trained. At the midway point of the program, evidence of motivation is re-evaluated. A trainee who is demonstrably unmotivated or unemployable will not continue in the program through the last five months.

High school graduate/GED is required. Two years of college is recommended, but not required. Members of minority groups are encouraged to apply. The project has been approved for veterans benefits.

Placement. Throughout the ten-month period the Project Director contacts prospective employers. An attempt is made to interest an employer in a particular trainee early in the training period and to shape that trainee's selection of optional material according to the prospective employer's suggestions.

No commitment for placement is extended to those who do not successfully complete the program. However, it is often possible to find computer-related positions (e.g., data control clerk, tape librarian) for those who elect for data control or computer operator positions. The program reports a 90 percent placement record for those individuals who complete the program.

Facilities. TODCOMP is located on a 120-acre tract owned by the University of Missouri. Ten cottages (5 of which are completely wheelchair accessible) and a large central building provide residential housing and classroom facilities in a rustic setting located eight miles south of Columbia. Two modified vans provide transportation to and from Columbia and the UMC campus.

Fees. A single fee paid in two payments covers all costs of the training: books, training manuals, computer time, terminal use and modification. Payments of $2,400 are due in advance on each five-month period. There is no obligation to pay the second fee if the trainee does not continue for the second half of the program.

Housing costs are not included in the tuition. For each unit in the two-unit cottages the rent is $75 per month. Approximately one-half of the students live on the grounds.

Information. For further information, write or phone:

Ronald S. Wilson, Ed.D.
Project Director, TODCOMP
University of Missouri
Route #4, Box 199
Columbia, MO 65211
314-44[illegible]-3481

Case Study #2: Cathy

Disability: Visually Impaired (Legally Blind)

Cathy was hired approximately one year ago as a typist. Cathy was hired under a handicap provision because of her classification as legally blind. Initially, Cathy's job consisted largely of typing from a dictaphone (stenographer); however, her duties have greatly expanded to include other areas of communication.

Shortly after beginning work, Cathy was trained on the job to operate a teletype machine. The job description included: confirming appointments, transmitting messages, photocopy machine operation and maintenance, billing, and adding machine operation.

Recently, Cathy began training in the use of a High Speed Facsimile Transmitting machine. After a letter, document, etc., has been typed or prepared, it is fed into the machine. A code for the agency to which the message is to be sent is dialed, and the message is transmitted to any part of the country.

Cathy reports she has always had a high interest in all aspects of communication. Prior to her placement by DVR at this agency, Cathy had completed courses in typing and Business English from a junior college near her home.

Cathy's supervisor reports that on-the-job training has been the same for her as the other employees with the exception of some materials being presented on tapes rather than in written form.

Cathy noted that she enjoys working for this agency and plans to continue as long as there is room for advancement. The increased responsibilities and duties have been very rewarding.

Career Ladder*

Communication Specialist
Communication Supervisor
High Speed Facsimile Transmitting Machine Operator
Teletype Operator
Stenographer

*This represents only one possible career ladder; Cathy has several alternatives.

Job Title: Stenographer
DOT #202.362-014

General Description--The main duty of the stenographer is taking dictation from one or more persons and transcribing it on a typewriter.

Job Activities

- Transcribing notes from a dictating machine
- Typing reports
- Answering the telephone
- Taking dictation in medical, legal or scientific terms
- Recording proceedings at business and professional meetings
- Working with people

Preparation and Training--High school diploma or above. (Helpful high school subjects include: English, typewriting, shorthand, business math, psychology and sociology.)

Earnings (average for state of Missouri)

Average number of hours/week: 40
Average starting salary: $3.50/hour
Salary Range: $3.39-$7/hour*

*When stenographers reach the upper limit of their range, they can often move up to a secretarial job with higher pay.

Employment Opportunities--1977-1983 (Job Opening Projections)

Expected number of openings:

St. Louis area--981
Kansas City area--681
Springfield area--120

Advancement--General stenographers advance to more responsible positions as they gain experience, speed and accuracy. Stenographers may specialize in reporting and become court reporters or public stenographers.

Adaptations--In an attempt to minimize the handicap presented by Cathy's limited vision, DVR purchased a handheld illuminating magnifying glass. While this piece of equipment has aided Cathy in reading printed materials, it has proved to be limiting to the realization of her full performance level. The organization is presently in the process of obtaining a desk magnifier into which the printed material can be inserted and magnified up to 18 times its original size. Cathy's supervisor believes this new piece of equipment will virtually eliminate any handicaps Cathy's limited vision presents in job-related tasks. Her supervisor noted, "Cathy is an excellent typist, and this new piece of equipment should put her on the same career track as other employees."

This organization has accommodated other handicapped individuals. An Opticon Reader which produces impulses when moved over printed material was purchased for a totally blind employee and a braille embossing computer terminal for a partially blind programmer. Both of these employees have advanced to full performance levels.

This organization also employs an individual confined to a wheelchair. Prior to hiring this individual, architectural changes were made to facilitate the wheelchair accessibility (i.e., modifications of restroom and drinking fountain, addition of ramps and reserved parking). Other handicapped individuals (emotionally disturbed and visually impaired) have been hired as printing equipment operators without modification of equipment or tasks required.

Case Study #3: Rob

Disability: EMR

In retrospect, Rob recalls that his first two years in high school was a very unpleasant experience. The subjects taught were of little interest, with grades reflecting low motivation to achieve. Rob reports the last two years, however, was a completely different story. Rob had been placed on a vocational track.

Rob has always had a high interest in cars and welcomed the opportunity to take auto mechanics and autobody. Other classes, too, became more interesting and, consequently, easier. His senior year was spent taking classes at the high school in the morning and gaining work experience at a local garage in the afternoon.

Rob stated that the opportunity to take vocational classes and work afternoons while in school "changed my life around." Rob noted that prior to being enrolled in vocational classes he was not feeling good about himself or the world around him. "I was just going to school. It seemed like everybody was against me. I couldn't get anything right."

The mechanic who had worked with DVR in providing training for Rob during high school hired Rob full time after graduation. Approximately one year later, Rob left this business for a mechanic's job with better pay and opportunities for promotion.

At the present time Rob is shop foreman with four mechanics under his charge. Rob reports his job is very satisfying; however, he is currently making plans to open his own garage. Rob noted, "I've gone about as far as I can at this place and want to try it on my own."

Career Ladder

Independent Businessman
Shop Foreman/Service Manager
Auto Mechanic (journeyman)
Auto Mechanic (apprentice)
Service Station Attendant

Job Title: Auto Mechanic
DOT #620.216-010

General Description--An auto mechanic repairs, adjusts, and replaces parts of automobiles, trucks, buses and tractors.

Specific Skill Requirements--The auto mechanic must be able to:

- read, understand and follow directions
- see details in objects and drawings, and be able to work simple arithmetic problems
- work well with his/her hands
- see and hear well
- lift and carry objects up to 60 pounds
- work in uncomfortable positions, sometimes with hands above the head
- work with all kinds of people

Preparation and Training--A minimum of a high school diploma or GED is required. An individual with vocational training will have an advantage in seeking entry level positions. Apprenticeship training lasts 3-4 years and in many cases gives training in nearly all phases of automobile repair. On-the-job experience is considered very important (helpful high school subjects include: auto shop, general math, mechanical drawing, and science).

Earnings (average for state of Missouri)

Average number of hours/week: 40-48 (will vary because of overtime work)
Average starting salary: $4.54/hour
Salary Range: $4.54-$7.50/hour*

*Some mechanics work on a commission or percentage basis. A four-year apprenticeship is generally required to become a journeyman.

Employment Opportunities--1977-1983 (Job Opening Projections)

St. Louis area--2,948
Kansas City area--2,059
Springfield area--386

Advancement--As the mechanic gains experience, he/she may advance through the career ladder cited above with no additional formal training. Increased earnings can be expected with experience.

Case Study #4: Julie

Disability: Blind

Approximately four years ago, Julie became totally blind as a result of complications which arose in the delivery of her second child. Prior to the blindness, Julie was a full-time homemaker, now she is a word processing specialist.

Shortly after the onset of her blindness, Julie moved from her home in St. Louis to Kansas City to enroll in a program sponsored by the State Bureau for the Blind. In this program, Julie was given mobility training, taught daily living skills and physical fitness activities, and enrolled in a typing course. A counselor, realizing her potential to be financially independent, encouraged Julie to seek further training at a local community college.

While attending the community college, Julie enrolled in typing and Business English courses. This program was especially suited to Julie's needs in that it trained her in the use of an IBM Magnetic Card Machine, a typewriter adaptable for use by the visually impaired.

Julie transcribes reports, letters, memos, and speeches. It is noteworthy to mention that Julie's job description does not differ from sighted word processors in this organization.

Julie reports, with much pride, that she types 120 words per minute and very much enjoys her work. Julie's supervisor noted that there is no reason Julie cannot progress at the same rate on the company's career ladder as other employees in the same position. This organization considers Julie a valuable employee.

This organization does employ a number of individuals who are considered handicapped. In addition to Julie, they have hired an employee who is in a wheelchair, an employee who is deaf and unable to speak, and numerous other employees who have some form of physical or mental disability.

The supervisors of these employees have been involved in various training programs sponsored by the organization and the community primarily to increase their awareness of the special needs of handicapped workers.

EXEMPLARY PROGRAM DESCRIPTIONS

ARMBRUSTER VOCATIONAL PREPARATION SCHOOL

Program Overview

The Armbruster Vo-Prep School is an accredited Ritenour Public Secondary School designed to provide students an opportunity to acquire vocational experiences in school and on the job simultaneously earning the necessary credits to graduate from high school. Specific objectives are: 1) preparation of students for St. Louis County Technical High School, 2) preparation of students for Ritenour High School regular academic programs, and 3) preparation of students for community employment in an entry occupation in the event of voluntary termination.

The program, which began operation in 1971, serves approximately 200 students classified primarily as academically disadvantaged, with the remaining students classified as either culturally or economically disadvantaged.

Eighth, ninth, and tenth grade students from the three secondary schools in the district are eligible to attend. Students are chosen on the basis of desire to participate, evidence that they can profit from the program, and willingness of the student's parent or guardian to cooperate with the school and abide by the rules and regulations of the program. Students are recommended by the sending school principal and guidance counselor. Selection screening also includes an interview with student and parent by the Armbruster staff.

Agencies which cooperate with the school include the juvenile court, family and children services, planned parenthood clinics, and various other public and private counseling agencies.

Program and Staff/Certification and Accreditation

The Armbruster Vocational Preparatory School is state approved and certified by the Missouri Department of Elementary and Secondary Education as an academically disadvantaged program. All teachers are certified to teach at the secondary level.

The program maintains 25 full-time paid staff--22 teachers, 2 administrative personnel and 1 guidance counselor. The staff regularly attends and participates in district workshops, particularly those dealing with improvement of self-concept, instructional techniques, and curriculum materials for the disadvantaged.

Program Features

The school curriculum centers around the following exploratory skill areas: auto maintenance and small engine repair, metalworking and welding, commerial art, building trades and manufacturing, commerical foods, child care, beauty care, business and office education, offset printing, and horticulture. The academic program, which consists of English, social studies, mathematics, science, physical education, and individualized reading is correlated with the vocational laboratory experiences. Each laboratory area and academic class is taught by an experienced, skilled, and certified teacher.

As a follow-up to the exploratory vocational laboratory courses, work experience provides an opportunity at the tenth grade level for the student to pursue interests while gaining valuable insight into acceptable employee characteristics and traits.

Upon entering the program, the student is interviewed, and the Ohio Vocational Interest Survey is administered to match the student with the most appropriate prevocational courses. Student progress is assessed at the end of each evaluation period (i.e., 8th grade at the end of every quarter, 9th and 10th at the end of every semester). Students are assessed on a pass/fail basis with attitude, effort and ability used as the criteria. A prereading and premath test are also used to measure educational progress throughout the year.

Modifications of the educational environment include smaller classes (mean=13), a no textbook orientation with curriculum materials developed by teachers specific to the student's need, a pass/fail grading system, and use of behavior modification techniques to improve self-concept, increase motivation and develop good work attitudes. The Armbruster program is highly structured with a nontraditional approach to the teaching process.

In planning the student's course work, many sources are utilized. At the 8th grade level, the students and educator carefully plan the student's activities. In the 9th grade, the guidance counselor also participates in this process. On the 10th grade level, the student, educator, counselor and parent are all involved in matching the student's needs, interests, and abilities with the most appropriate course work.

Armbruster Vo-Prep School actively solicits the interest and support of parents and community by inviting them to participate in all program activities. People in business and industry are particularly important to the program in that they offer locations and situations in which a student can obtain some practical experience in an actual work situation.

As noted earlier, the primary goal of the program is placement of the student in the St. Louis County Technical High School. Approximately 95 percent of the students are placed annually with a 100 percent placement record for the 1978-79 school year.

Successful and/or Innovative Aspects

Aspects or practices of the Armbruster program which have proven to be particularly successful include: 1) the pass/fail grading system which is unique for a secondary school program, 2) well equipped labs, 3) individualized reading and math programs at the 8th and 9th grade level, 4) on-site work experience for students at the 10th grade level, 5) the 12-15 student-teacher ratio, 6) an attendance policy resulting in 92 percent daily attendance, and 7) a classroom philosophy of improving self-concept and motivation as opposed to teaching only content material.

Program Needs

Anticipated program development includes 1) improved selection and screening procedures to determine which students will benefit most from the program and 2) an improved assessment procedure to match students interests and abilities with the most appropriate career choice leading to placement in a vocational-technical school.

For further information regarding this program, contact:

Mr. Don Clark or Mr. Joel Langston
Armbruster Vocational Preparatory School
2318 Woodson Road
St. Louis, MO 63114
314-429-3500

CASS COUNTY AREA VOCATIONAL-TECHNICAL SCHOOL

Program Overview

Cass County Area Vocational-Technical School facilities cover 44,800 square feet of space. This includes six shops, twelve classrooms, and four classroom/shop combinations. Four separate vocational programs for disadvantaged and handicapped students are funded: Health Occupations (1973), Small Engine Repair and Maintenance (1973), Learning Skills (1976) and Vocational Evaluation (1980). Students participating in the Health Occupations and Small Engines programs have a broad spectrum of handicapping conditions such as orthopedic impairment, emotional disturbance, mental retardation, visual impairment, hearing impairment, learning disability and other health impairments. The Learning Skills program is operated primarily for the benefit of disadvantaged students. Both disadvantaged and handicapped students are served by the Vocational Evaluation program.

Approximatly 200 students are enrolled yearly in the four special programs offered at Cass County AVTS. Of these, 50 percent are classified as handicapped and 50 percent as disadvantaged. Students are selected for the program based on their needs, interests, and abilities as described by the sending schools. Any student recommended by the sending school is admitted. Entry into the Learning Skills Program is based on reading and math assessments administered to all students attending the AVTS. Participation in the Learning Skills Program is totally voluntary; however, students who score two or more grade levels below the norm are encouraged to participate. The Vocational Evaluation Center serves junior high level disadvantaged and handicapped students.

Agencies which cooperate with Cass County AVTS in providing services to the disadvantaged and handicapped students include: Missouri Department of Elementary and Secondary Education, Missouri Department of Vocational Rehabilitation, and all sending (home) schools.

Program and Staff Certification and Accreditation

The Cass County AVTS programs are state approved and certified by the Missouri Department of Elementary and Secondary Education. The Health Occupation Program is also approved by the Association of Registered Nurses.

One full-time certified vocational teacher provides instruction for each program. One counselor and one administrator act as coordinators for the four programs. There are 14 other vocational instructors in the school and 3 clerical positions. Thus, a total of 23 staff and faculty members serve the student body.

Instructional staff are provided with periodic, approriate inservice courses so they remain abreast of current methods, trends and issues in vocational and special education. Recent inservice has been provided by the Missouri Vocational Association and the American Vocational Association and has covered such topics as sex equity, objective development, and mainstreaming.

Program Features

All students who participate in the Learning Skills Program are also dually enrolled in a regular vocational program. In the Health Occupations and Small Engines Programs, on-the-job training, skills training, cooperative work experience, and full-time employment are all used to promote vocational training which more effectively prepares the students for the real world of work. Most senior year students in Health Occupations and Small Engines are placed for either full-time or part-time employment. After students successfully complete Learning Skills, placement assistance is available to them through a full-time placement officer.

A variety of methods are used to evalu[illegible]tudent's progress at Cass County AVTS. All students in vocational programs are evaluated by written, weekly tests, measures of daily effort, and weekly work skills tests. Daily progress is recorded for those in Learning Skills. Quarter and semester grades are assigned to students in all vocational programs (satisfactory or unsatisfactory); however, no grades are given in Learning Skills. Each student in Learning Skills is continuously evaluated based on ability and daily progress. This procedure stems from a competency-based approach.

Upon completion of the Small Engines Program,students are qualified for jobs such as service station attendant, lawn mower service, motorcycle service, and automotive repair. Occupations resulting from Health Occupations training include nurses' assistant, nurses' aide, dental assistant, and general medical assistant. The Learning Skills Program provides basic essential skills required in many occupations including carpentry, sales, marketing, retailing, automotive service, health occupations, electronics, and welding. For the 1978-1979 school year 50 percent of the completers of Health Occupations were placed; 70 percent of the students enrolled in Learning Skills with commensurate training in another vocational area were placed in related occupations. No placement data were available for the Small Engine Program because there were no senior level students enrolled. Local employers are described as being very cooperative in placing graduates of the AVTS program.

The major modification of the regular educational environment is individualized instruction whenever possible. Class size is kept small to accommodate such instruction. A special effort is made to emphasize the use of a variety of audiovisual materials during instruction. All equipment used for the special program is the same as used in other vocational programs.

Program evaluation to determine success of training and placement is accomplished in two ways. Each program develops program objectives based on the number of students to be enrolled and placed. These are evaluated at the end of the school year. When students are placed on the job, employers are asked to evaluate the student's progress on a weekly basis. In this way, the instructors receive continuous feedback on how adequately their training program is meeting the needs of the employers. After students are placed upon leaving the program one, three, and five-year telephone follow-ups are conducted.

The Vocational Evaluation Program is designed to assist the special education staff of the sending schools in diagnosing the abilities and limitations of junior high age students before they enter their final three years of school. Students attend the program for three hours a day for three months. The activities which take place include interest tests, work samples, basic remedial skills, and participation in one or more programs. The data gathered is used to modify each participant's IEP to better meet the needs of the student and to channel the student into a program in which he/she can succeed.

Program Needs

The greatest need in the program is more cooperation between the AVTS and the sending schools. This is particularly evident in the process of selecting students who are sincerely interested in a specific vocational program.

For further information regarding these programs, contact:

Cass R-IX Vocational School
1600 Elm Street
Harrisonville, MO 64701

For specific program information, contact:

1) Ms. Renee Sagaser - Learning Skills
2) Mr. Jim Walker - Small Engines
3) Ms. Marylin Moore - Health Occupations
4) Ms. Nancy Nauss - Vocational Evaluator

NORTHWEST MISSOURI AREA VOCATIONAL-TECHNICAL SCHOOL

Program Overview

Northwest Missouri Area Vocational-Technical School (NWAVTS) began operation in its present form in 1976. The program serves grades 9-12 in the local district as well as the area schools in Northwest Missouri. The course work at NWAVTS is directed primarily at job preparation and career education for students interested in the various vocational areas. Currently there are 382 students enrolled in the total program with 62 classified as either disadvantaged or handicapped. Twelve of these students are classified as culturally, economically, or academically disadvantaged with the remaining fifty classified as emotionally disturbed, mentally retarded or learning impaired. Thirty-three of these 62 students have been mainstreamed.

Specifically to meet the needs of the disadvantaged and handicapped (D/H) student population, Project "I COPE" (Integrated Curriculum for Occupational Preparation and Employment) has been incorporated into the program. The "I COPE" program provides job readiness skills, vocational assessment, supportive assistance, work experience and job placement for D/H students. The program includes the Vocational Resource Center and services, supportive services for staff and students, vocational assessment and skills building, the work experience component and job placement. Those secondary (10-12 grades) D/H students enrolled at NWAVTS who require assistance may be offered the services provided by the "I COPE" staff. Only those components that are needed to provide appropriate educational programs will be offered each D/H student.

D/H students are referred to NWAVTS by counselors, teachers and/or administration of the sending school. The screening procedure includes a review of student information (e.g., past grades, test scores, attendance records, previous diagnosis) and an interview with the student to help determine his/her interest, seriousness of purpose, outlook, and other considerations.

Agencies that cooperate with the program in providing services include: Family Guidance, N.A.R.C., Vocational Rehabilitation, the outreach program of the state hospital and various other community programs.

Program and Staff Certification and Accreditation

NWAVTS is state approved and certified by the Missouri Department of Elementary and Secondary Education as a disadvantaged and handicapped program. The "I COPE" staff is composed of three full-time faculty members: the D/H Coordinator, certified to teach EMR and LD students; a D/H teacher also certified to teach EMR and LD students; and an industrial arts teacher, who is presently seeking EMR certification. The "I COPE" staff regularly attends inservice programs and workshops for professional development. Among recent workshops and inservice programs attended include: an awareness of handicapped workshop, a behavior disorders workshop, mainstreaming handicapped into the community project, screening procedures for handicapped, sex equity, vocational resource educator workshop and a mainstreaming inservice program.

Program Features

The NWAVTS program offers course work in the following areas: agriculture, distributive education, occupational home economics, office education, auto body repair, auto mechanics, building trades, electronics, welding, health occupations, industrial technology and work experience.[1]

The successful mainstreaming of the majority of the D/H students at NWAVTS centers around the comprehensive nature of the "I COPE" which is described in more detail below.

Goals of the "I COPE" Program

1. To help students assess their aptitudes, interests and abilities.
2. To strengthen the skills in reading, math and language as applicable to job readiness and maintenance and vocational class readiness and maintenance.
3. To strengthen the student's concept of acceptable social behavior.
4. To strengthen and refine the basics of finding and keeping a job through classroom activities, on-the-job training, work experience and job placement.
5. To help the student grow in self-understanding and to strengthen the concepts and attitudes needed for acceptable adult behavior.
6. To provide the opportunity for each student to become employable, contributing, independent citizens of the community.
7. To provide skill building activities prerequisite to a regular vocational class or job placement.
8. To provide the necessary supportive services for assisting those D/H students who are enrolled in regular vocational classes.
9. To assist regular vocational teachers in curriculum adjustment, test preparation or modification, and behavior and classroom management for D/H students in their programs.
10. To provide a resource center for containment of by-pass and career exploration materials.

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[1] The work experience program is designed to prepare D/H students for an occupation commensurate with their interest and abilities. The curriculum includes personalized instruction in the following units of study: prevocational assessment, job sampling, supportive services for occupational skills training, job readiness and job seeking, job survival, on-the-job training, and employment.

Location and Identification

The "I COPE" program utilizes three classrooms.

1. The Occuptional Assessment Skill Shop is equipped for sampling activities and skill building activities. There are 22 sampling activities (e.g., woodworking, electric wiring, clerical and soil testing) which are performed at individual stations utilizing a minimum of teacher instruction and involvement. The packets are usually presented through filmstrips or slides and cassette tapes. Skill building activities are designed to help students discover areas of interest and aptitude. The Occupational Skill Assessment Teacher provides skill building to develop the minimal entry-level skills for entrance into a specific vocational class or for job placement.

2. The Vocational Resource Center (VRC) contains materials used for: Agriculture, Auto Body, Auto Mechanics, Guidance/Counseling, Electricity/Electronics, Building Trades, Health Occupations, Welding, Job Readiness, Self-Awareness, Consumer Education, Office Education, Career Awareness and Work Experience.

3. The "I COPE" Classroom.

"I COPE" Curriculum

The job related curriculum is designed to present activities which will develop and strengthen work-related skills and develop good attitudes to the maximum potential of each student.

In the classroom, in addition to group discussions, individual stations are used to present job oriented materials. Reinforcement of basic work habits and the strengthening of acceptable behavior necessary for success in the world of work is provided. Instruction is provided through books, tapes, films, filmstrips, records, slides, highlighted text overview of chapters, group presentations, textbooks, group counseling and clarification sessions, one-to-one teacher presentations, and individualized student packets.

The scheduling is flexible to enable the students to be involved in components that are commensurate with his/her need. The D/H student is enrolled during the senior high years (10-12) in those areas which are adaptable to his/her interest, aptitude, and ability.

Ninth grade D/H students who are mainstreamed into the agriculture classes receive supportive services when needed.

Personalized Instruction

Tutorial and remedial activities, supportive services, bypass instruction, and job readiness student packets which are necessary to individualize a program of study are provided so that each "I COPE" student can succeed in the regular vocational class and/or prepare for the world of work.

Computational: Basic math skills necessary for success in occupational skill training, and job placement are provided.

Communicational: Students are given the opportunity to develop skills for job readiness, occupational skill training, and job placement.

Individualized Vocational Class Packets: Commerical and Teacher prepared packets are used.

Major Components of the "I COPE" Program

Vocational Assessment--The student has the opportunity to gain an awareness of his/her vocational interest, aptitudes, and abilities and to investigate various occupations through a variety of experiences; e.g., interview, career education software, field trips, cassette and video tapes, role playing, sampling, auditing and presentations by community persons representing various occupational clusters.

Occupational Skill Assessment "I COPE" Shop--Students are given the opportunity for in-depth career exploration through selected hands-on activities which simulate typical tasks found in a variety of occupations. Usually students who are assigned to the "I COPE" shop sample three packets before they can be assigned to a vocational class for auditing. Prior to auditing, special arrangements are made for additional or fewer sampling packets to individualize the program. (Auditing involves actual in-class, hands-on exploration for a selected number of days.)

An evaluation is supplied by the vocational class instructors. Contingent upon the evaluation, performance of the student, and continued interest in the program, arrangements may be made for enrollment in the class for the following school year. The assessment teacher may assist the auditing student in some of the vocational classes as the need arises.

Occupational Skill Training--Those students that can be mainstreamed into regular vocational classes may receive supportive services from the "I COPE" staff. Services might consist of counseling, communicational and computational skill instruction that is applicable to a specific vocational class, or other tutorial assistance for vocational classes.

Services available to regular vocational teachers for mainstreaming D/H students in vocational classes might consist of assistance in curriculum adjustment, contracting and behavior modification techniques and study guide preparation.

Job Readiness--Opportunities are provided to develop job seeking and job survival skills. The job seeking skill areas include: orientation, grooming, seeking, resume, applications, interviewing, and fringe benefits.

Students are provided with opportunities to develop basic work habits and attitudes for successful job maintenance. Areas include: keeping the job, changing jobs, and personal adjustment.

Work Experience--Students with limited experiential backgrounds and sources of money may benefit from on-the-job training in a sheltered environment such as the school setting; e.g., with the school custodian or cafeteria supervisor. Short-term jobs may be found to provide these students with additional experience in the world of work. Most of these students will be in the ninth or tenth grade. The sending school special educators make referrals and help with the establishment of realistic class schedules.

On-the-Job Training--For those students who need additional job survival and occupational skill training in preparing for a job, arrangements will be made for on-the-job training.

The Coordinator obtains the training station, prepares the training plan, and contracts with the employer-supervisor, school system and student worker.

Employment--A job station commensurate with the student's aptitude, interest and ability is provided for the student who is ready for employment, the culminating goal of the program usually reached during the senior year. Those students receiving supportive services in a regular vocational class may receive job placement through "I COPE" or the regular cooperative programs.

The "I COPE" staff, vocational counselor, program director and sending school personnel recommend the appropriate placement program for the student. If the student plans to graduate via the "I COPE" cooperative program, arrangements will be made for graduation upon completion of a minimum of six months continuous, successful employment. Some "I COPE" students who have been mainstreamed, but lack credits, may have an individualized plan that will allow continuation in the regular vocational class instead of enrollment in the cooperative component of the program. This will be contingent upon the recommendation of the "I COPE" staff, director, vocational class instructor, vocational counselor, and the sending school personnel.

Approximately 82 percent of the students who enter the "I COPE" program terminate with placement. Former students are employed in a wide variety of occupations including ownership of a trucking fleet, nurse's aide, carpenter, electrician and file clerk among others.

The "I COPE" staff has found employers, for the most part, cooperative. The "I COPE" Coordinator works closely with Job Service in developing job leads and matching students to the most appropriate occupation for the training received.

Follow-up on students who have exited the program is conducted on a continuous basis for the first six months of employment. One- and five-year follow-ups are also conducted. As needed, the "I COPE" Coordinator provides services to D/H students during this initial follow-up period. Services provided include referral for jobs, contacts for jobs, and contacts for support services; i.e., guidance and counseling.

Successful and/or Innovative Aspects

Those aspects or practices which the "I COPE" staff considers particularly successful and/or innovative include: 1) the Learning Resource Center, 2) the role of the Vocational Resource Educator in providing support services to teachers, and 3) the coordination of community and educational services.

Program Needs

Those areas which the staff feels improvement is most needed for the program to function effectively include: 1) more intervention at the sending school, 2) open-entry, open-exit programs (drop-in school), 3) more skill building for D/H students as prerequisites to vocational class entry, and 4) continuity between community service training programs and D/H training programs.

Future directions of the program include: 1) increasing quantity of skill building activities for minimal entry level skills prerequisite to mainstreaming, 2) development of modules for D/H specific to each vocational class, 3) increased coordination of services for early crisis intervention, and 4) helping vocational teachers develop competencies required for minimal entry level job skills prerequisite to developing competency based instruction.

For further information regarding this program, contact:

Ms. Vivian Davies
I COPE Coordinator
1515 South Munn
Maryville, MO 64468
816-582-3197

SPECIAL SCHOOL DISTRICT OF ST. LOUIS, MISSOURI

Program Overview

The Special School District of St. Louis, which began operation in 1967, has vocational offerings for disadvantaged and handicapped students on six campuses--North County Tech, South County Tech, Southview Skill Center, Wirtz Skill Center, Central County and Northview. The District offers a comprehensive vocational education program which includes language arts, social studies, physical education, and vocational evaluation. Therefore, special needs students who are enrolled in the Special School District do not transfer schools during the day, but remain on the same campus to receive a total educational program. Approximately 2,300 students, from 23 local school districts, are served by the vocational program. Of these, 472 are classified as handicapped and 451 are disadvantaged. The handicapped population includes the following disability groups: orthopedically impaired, emotionally disturbed, mentally retarded, visually handicapped, deaf or hard of hearing, learning disabled, and other health impaired (diabetics and epileptics). The disadvantaged population includes students from academic, economic, and cultural disadvantaged situations.

Students are admitted to the Special School District program after evaluation of several key factors. These include the student's previous grades, courses, job experiences (hobbies and interests), stated interests, aptitude tests, and home school staff recommendations. Furthermore, each prospective enrollee is interviewed by a counselor from the technical school or Skill Center for additional information concerning the student. This serves as a first step toward continued personal contact with each student. Students documented as handicapped may upon certification of appropriate special education personnel participate in a specialized vocational evaluation program.

Program and Staff Certification and Accreditation

North County Tech and South County Tech are AAA schools. The Special School District is state accredited, and all vocational teachers, academic teachers, administrators, counselors, and evaluators are certified by the Missouri Department of Elementary and Secondary Education. In addition, nursing, airframe and power plant, cosmetology, and other instructors, when appropriate, are licensed through their representative professional associations.

The Special School District employs 263 full-time staff and faculty members. This includes 14 administrators, 210 instructors, 10 counselors, 10 clerical positions, 8 vocational evaluators, and 11 miscellaneous supportive positions. The staff attends a variety of inservice programs offered throughout the school year. Attendance at a two-week orientation prior to the beginning of each school year is required of all academic, counseling, and administrative staff. Furthermore, the Instructional Media Resource

Center (IMRC) operated by the Special School District offers continuous in-service on such topics as mainstreaming, writing Individual Education Programs (IEP's) and teaching the emotionally disturbed child. Personnel are also encouraged to attend programs and workshops offered by the University of Missouri.

Program Features

North County Tech and South County Tech have 30-35 labs per campus, as well as related classrooms and physical education facilities. The Southview and Wirtz Skill Centers each house 9 labs with related classrooms. Examples of vocational programs include Airframe and Power Plant, Building Maintenance, Cosmetology, Diesel Mechanics, Electronics, Air Conditioning, Offset Lithography, and Data Processing. Furthermore, disadvantaged and handicapped students are encouraged to enroll in an exploratory course called Occupational Orientation. Vocational Evaluation Centers, located on the Northview. Wirtz, Central County, and Southview campuses, are in operation 12 months a year.

The district provides on-the-job training and cooperative experience to disadvantaged and handicapped students through the Special Education Division of the District. These experiences are designed to provide the special needs student with direct contact in the real world of work. Early work release allows the student to gain skills in a vocational area of interest which extend beyond those learned during school hours.

Overall placement of 1978 graduates as of March 30, 1979, was 98.2 percent. Counselors and vocational instructors take an active part in assisting students in locating vocationally related jobs. Bulletins of jobs which are available in the St. Louis area are sent by employers to the school which offers training in the vocational skill areas being sought. A good communications network between employers and the vocational schools is the essential key to this high placement percentage.

Evaluation of students is continuous and competency based. Each instructor maintains a checklist of competencies each student has successfully completed. These are made available to prospective employers. Grades are assigned both on a quarter and semester basis.

All vocational training programs are open to both disadvantaged and handicapped students. Every building in the District is designed to accommodate access by handicapped individuals. Each instructor is responsible for modifying curriculum to meet the special needs of each individual. At the present time the teachers, in cooperation with the Office of Instruction, are using resources, such as the Midwest Consortium and the University of Missouri Instructional Materials Laboratory, to modify instruction. Specialized equipment, such as the teletypewriter, is furnished by the District. With this equipment, an individual (particularly hearing impaired) may get printed copies of the news, weather, and other information as well as communicate with other people outside of the school who also have a teletypewriter.

A team approach, involving teachers, special education personnel, parents, and the student, is used to design educational programs which best meet the needs of the individual student. Each team convenes several times a year to write, evaluate, and amend the IEP.

A special effort is made to involve parents and the community in the District's program. Parents are included in case conferences and are invited to attend the annual open house at each school. Furthermore, a quarterly brochure is sent to all parents. Program advisory committee members are selected to represent community business and industry personnel in specific program planning sessions. Each advisory committee meets at least twice each school year. The community is also involved in the vocational organizations by serving as judges in contest activities.

Evaluation of instructors is also emphasized in the Special School District program. Each instructor designs annual objectives to help improve lab/classroom instructional performance. The objectives, which are preferably stated in measurable terms, are then used to objectively evaluate the instructor's progress throughout the school year. Placement personnel are also evaluated in the same manner.

Placement personnel annually complete a one-, three-, and five-year follow-up. This is accomplished by postcard, letter, and sometimes repeated phone calls. Every effort is made to contact each individual which is evidenced by a 90+ percent and/or contact.

Successful and/or Innovative Aspects

Skill Centers. The Skill Centers are operated specifically for handicapped students who are not expected to succeed if placed in the mainstream at one of the "vo-tech" schools. Thus, the Centers serve as an alternative to mainstreaming while still allowing the handicapped to participate in an appropriate educational environment. Students placed at the Skill Centers are not segregated by specific handicap; rather each classroom contains an integration of handicapping condidions. Class size is kept at a minimum so that teacher effectiveness is maximized. The primary goal for each student upon completion of the program is placement either in competitive employment or in a training program in a regular vocational technical school.

IMRC. The Instructional Media Resource Center (IMRC) which serves the District has also proven to be very effective. Teachers have direct access to instructional materials which better prepare them to serve the needs of their student and continuously improve their program.

Vocational Evaluation. Project SCAN is a vocational evaluation project for handicapped students. It includes a selection process that is facilitated by special education personnel who have responsibility for development and implementation of IEP;s. These professionals determine the need for an in-depth vocational evaluation. Their certification of this need is given to the evaluation staff who schedule these students into a pencil/paper and hands-on activity that explores a wide spectrum of vocational fields. The product of the evaluation is a written diagnostic recommendation for initial placement and support activities needed to allow the handicapped student to be successful in an occupation.

Vocational Resource Educator. This activity is designed to consolidate various support services for mainstreamed handicapped students in occupational training programs. The consolidation was necessary because many services in a metropolitan area are available which are catagorical, restricting the opportunity of some students to receive various support services. The effect of this consolidation is that the VREs are able to analyze student needs and to select and facilitate existing services.

Program Needs

The staff of the Special School District View assessment before placement as a primary weakness in the overall effectiveness of the program. They have requested more specific identification of special needs of students by the sending districts. In this way, they feel more time can be spent meeting the needs of the individual and less time determining those needs.

For further information regarding the Special School District, contact:

Dr. John E. Andrews
Director of Instruction
Special School District
12110 Clayton Road
Town & Country, MO 63131
314-567-3700

Dr. Gregg Muenster
Career Education
12110 Clayton
Town & Country, MO 63131
314-567-3700

WAYNESVILLE VOCATIONAL-TECHNICAL SCHOOL

Program Overview

The Waynesville Vocational-Technical School was built in two sections. The first section was completed in 1970, and an addition housing the disadvantaged and handicapped program was completed in 1973. There are approximately 400 students enrolled. Of these students, 29 are classified as handicapped (EMR, visually impaired, hearing impaired and LD); and 160 are classified as either academically, culturally or economically disadvantaged. Many of these students are mainstreamed (25 of the 29 and 144 of the 160, respectively).

The vocational programs available tc students include: Auto Mechanics I and II, Auto Body Repair I and II, Welding I and II, Building Trades I and II, Air Conditioning and Refrigeration I and II, Business Education, Orientation to Health Occupations, Multi-Occupations I and II*, Data Processing, Graphic Arts I and II, Electrical Trades, Electronics I and II, and Vocational Technical Drafting I and II.

Students accepted into the multi-occupations program must be either disadvantaged or handicapped as documented by the sending school. Each student is required to complete a mechanical comprehension aptitude test before being considered for enrollment. Students who are enrolled are selected on the basis of their aptitude score, a sincere interest in the area of training as well as other related information provided by their academic counselor; e.g., academic ability, reading skills, school attendance, physically handicapping conditions and personal background.

Each student who expresses an interest in the multi-occupations program is required to take the Mechanical Comprehension Aptitude Test and the Kuder DD Interest Survey. In addition, scores from the DAT and GATB are usually on the students' high school records. An individual interview is arranged with each student by the counselor. Information obtained from these sources as well as the student's expressed interest are considered in the screening process.

Agencies which cooperate with the Waynesville Vocational-Technical School in providing services to D/H students include the Department of Vocational Rehabilitation, Office of Programs for Disadvantaged and Handicapped, and special education teachers from the student's sending school.

Program and Staff Certification and Accreditation

The Waynesville Vocational-Technical School is state approved and certified by the Missouri Department of Elementary and Secondary Education as a disdavantaged and handicapped program. The multi-occupations program is

*Multi-Occupations: Disadvantaged and Handicapped Program taught by a certified vocational teacher approved to teach D/H students. Counseling services are provided by the guidance counselor.

The teaching staff regularly attend MVA conventions and special programs presented through the Office of Programs for Disadvantaged and Handicapped. The vocational counselor regularly attends various counseling/placement workshops throughout the state.

Program Features

The multi-occupations program is designed primarily for academically or economically disadvantaged and mentally and physically handicapped students. Many of these students have not been enrolled in regular vocational classes because of low achievement that would preclude a reasonable chance of success. The need for this program was determined by accumulation and summary of information from various sources within the community and surrounding area.

The purpose of the multi-occupations program is to provide students with knowledge of techniques and attitudes for service station employment or employment as a carpenter's helper. This is a two-year course to demonstrate the use of safe work habits and teach working conditions similar to those found in employment. Students must be in their junior or senior year of high school to enroll.

The enrollment goal of the multi-occupations program is for one-half of the students to be handicapped with the other one-half classified as disadvantaged. The morning section can accommodate approximately 12 students from the six sending schools. The afternoon section has an enrollment goal of 12 students from Waynesville High School.

Each student is placed in either automotive services or carpentry helper on the basis of interest and ability. In past years the majority of students have enrolled in service station work with only two or three students in carpentry helper.

Instruction for each student is selected and developed on an individual basis. A study program for each student is developed jointly by the student and the instructor at the beginning of the year. Programs developed for special needs students are based primarily on basic skills while students with more ability are provided programs requiring more difficult tasks. Each student is allowed to advance as fast and as far as his ability will allow him to proceed. Other modifications in the educational environment include revising written tests and assignments into a format that can be administered orally to students with low reading ability.

Students meeting the requirements for vocational rehabilitation may be placed in on-the-job training on an ascending wage scale. The student receives minimum wage, with the employer and Rehabilitation equally sharing the salary paid. As the student becomes more proficient at his job, the amount paid by Rehabilitation is reduced at intervals until he/she is paid entirely on the basis of performance to the employer. Some students have acquired sufficient skills allowing them to start on-the-job training shortly after beginning the second year of vocational education. Other students have not possessed the necessary skills until near the end of the second year of the program.

Students who do not meet the requirements for vocational rehabilitation are placed in on-the-job training when they possess the necessary skills and appropriate training sites are located. On-the-job training plans are developed for all students when they are placed.

All safety objectives of courses must meet shop standards, and students must pass the test at 100 percent accuracy. Each student is graded on his/her skills, written tests, and performance. On-the-job training visitations for these students are made by the instructor of the multi-occupations class and the vocational school counselor.

Approximately 50 percent of the students who complete the multi-occupations program find employment as either service station attendants or as carpenter's helpers. Follow-up on these students is conducted in the fall after the student has exited from the program. Contact is made by either letter or telephone.

Successful and/or Innovative Aspects

Those aspects or practices which the staff considers particularly successful and/or innovative include: the curriculum materials developed by the multi-occupations instructor, good communication between educators teaching mainstreamed students and the special education staff from the sending school, effective utilization of career information from the sending school, and the active involvement of parents and community members through activities such as parent's night.

Program Needs

For the program to function most effectively, the staff indicated additional course work is needed which would attract females. At present, women are allowed to enter the multi-occupations program but have not possibly because they find these nontraditional areas unattractive.

Future directions of the program include a career information center which is being developed at the present time and continued evaluation of community needs with program changes being made as indicated.

For further information, contact:

Mr. Bill Fulbright, Director
Waynesville Area Vo-Tech School
Waynesville, MO 65583
314-774-6121

ADDITIONAL PERIODICALS, ORGANIZATIONS, AND AGENCIES

RELATED PERIODICALS

Periodicals are one of the best sources to use when attempting to stay abreast of current trends and issues concerning a professional discipline. The following section provides a list of periodicals which contain topics of concern to the vocational educator teaching students with special needs. Some are specifically related to special education or vocational education while others encompass both areas. Examples of specific articles that involve vocational special needs topics have been cited. Subscription information has also been provided so that educators may order personal copies or pool resources to order a subscription for the faculty lounge or library.

CHILD WELFARE is a journal of policy, practice and programs related to preserving children's welfare. Topics included are adoption, child abuse, and physical handicaps. The journal is published ten times a year at a subscription rate of $12 for one year or $21 for two years. Address inquires to The Child Welfare League of America, Inc., 67 Irving Place, New York, NY 10003. Example articles include: "Child Abuse Reporting Laws: Action and Uncertainty" by Gordon K. Nelson, Jane Dainauski, and Lori Kilmer in the April, 1980, issue (Vol. LIX, No. 4) and "A Plan for Delivering Services to the Developmentally Handicapped" by David M. O'Hara, Harris Chaiklin, and Barbara S. Mosher in the February, 1980, issue (Vol. LIX, No. 2).

COUNSELING AND VALUES is a quarterly publication sponsored by the American Personnel and Guidance Association (APGA). The subscription rate is $8 for members and $10 for nonmembers. The address of the APGA is 1607 New Hampshire Avenue, N.W., Washington DC 20006. Examples of articles include: "Work and the Disadvantaged: The Work Adjustment Hierarchy" by Eugene Oetting and Dean C. Miller in the September, 1977, issue (Vol. 56, No. 1) and "Group Counseling with Potential High School Dropouts" by Susana Krivatsy-O'Hara in the April, 1978, issue (Vol. 56, No. 1).

EDUCATION AND TRAINING OF THE MENTALLY RETARDED is the official journal of the Division on Mental Retardation of The Council for Exceptional Children and is published quarterly. Membership in CEC-MR includes a subscription while the nonmembers rate is $16 per year ($4.50 per single copy). Major emphasis is on identification and assessment, educational programming, characteristics, training of instructional personnel, habilitation, prevention, legislation, and community understanding and provisions. The address for information is the Division on Mental Retardation, The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091. Example articles include: "What Does It Mean When A Person Says, 'I am not Retarded'?" by Robert Bogdan in the February, 1980, issue (Vol. 15, No. 1) and "Career Development: A National Priority" by Donn E. Brolin in the April, 1977, issue (Vol. 12, No. 2).

EDUCATION AND URBAN SOCIETY is an independent quarterly journal of social research with implications for public policy as it specifically relates to the role of education in an urban society. Subscriptions are $16.50 per year and are available from Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, CA 90212. An example article is "Minimum Standards: Cure or Curse for Minority Children?" by Frank Brown in the November, 1979, issue (Vol. 12, No. 1).

EDUCATION OF THE VISUALLY HANDICAPPED is a magazine for educators of visually handicapped children and is the official publication of the Association for the Education of the Visually Handicapped. Subscriptions are $8 per year for ink-print, $10 per year for braille, and $3 for single issues. The address is the Association for Education of the Visually Handicapped, Publication Office, 919 Walnut St., Fourth Floor, Philadelphia, PA 19107. An example article is "A Comparison of Self-Concept Scores for Visually Impaired Adolescents in Several Class Settings "by Daniel N. Head in the Summer, 1979, issue (Vol. XI, No. 2).

THE EXCEPTIONAL CHILD includes articles concerned with all aspects of practice and research in special education and related disciplines. It is circulated quarterly and costs $17.50 for one year, $34 for two years, and $5 for a single copy. It is available from the University of Queensland Press, St. Lucia, Queensland, Australia 4067. An example article is "Mainstreaming: The Genesis of an Idea" by Kenneth Kavale in the March, 1979, issue (Vol. 26, No. 1).

EXCEPTIONAL CHILDREN is the official journal of The Council for Exceptional Children (CEC) and is published eight times a year, September through May, excluding December. CEC membership dues include an annual subscription. The nonmember subscription rate is $25 per year, and single issues are available for $3.75 each. The address is The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091. Example articles include: "The Consultant Role of the Resource Teacher" by Susan Evans in the February, 1980, issue (Vol. 46, No. 5) and "Career Guidance and the Dictionary of Occupational Titles" by Mary Lou McEver in the September, 1976, issue (Vol. 43, No. 1).

IRCD BULLETIN is published four times a year at a subscription rate of $4 per year. The address is the Information Retrieval Center on the Disadvantaged, ERIC Clearing House on Urban Education, Institute for Urban and Minority Education, Columbia University, Teacher's College, Box 40, New York, NY 10027. Example articles include: "Competency Testing and Equal Educational Opportunity" by Walt Haney and Kabiru Kinyanjui in the Spring, 1979, issue (Vol. XIV, No. 2) and "Achievement Motivation and Black Children" by W. Curtis Banks and Gregory V. McQuater in the Fall, 1976, issue (Vol. XI, No. 4).

JOURNAL OF CAREER EDUCATION is an official publication of the College of Education, University of Missouri-Columbia, which is circulated four times a year (September, December, March, and June). The subscription price is $8 per year and available from the Journal's editor at 111 Education Building, University of Missouri, Columbia, MO 65211. Single copies are available for $3. The Journal is dedicated to the study of career education, particularly in times of educational research, theory and practice. The entire September, 1978, issue focused on the relationship of career education with special education.

THE JOURNAL OF LEARNING DISABILITIES is a multidisciplinary publication concerning theory and practice relating to learning disabilities. The Journal is published ten times per year at a subscription rate of $20. The address is The Professional Press, Inc., 101 East Ontario Street, Chicago, IL 60611. Article examples include: "Focus of Control in LD Adolescents" by Debra Bendell, Nona Tollefson, and Marvin Fine in the February, 1980, issue (Vol. 13, No. 2) and "Teaching Students with Social Perception Deficits" by Esther H. Minskoff in the March, 1980, issue (Vol. 13, No. 3).

THE JOURNAL OF REHABILITATION is the official publication of the National Rehabilitation Association (NRA) which is published bimonthly. The journal is available to nonmembers for $10 per year or $2 per single copy. Subscription orders can be sent to the National Rehabilitation Association, 1522 K St., N.W., Washington, DC 20005. Example articles include: "Disadvantaged People and the Changing Market Place" by Jerome M. Rosow in the 1976 March-April, issue (Vol. 42, No. 2), "Work Adjustment: Potential and Practice" by Clinton J. Wainwright and Robert Couch in the 1978 January/March, issue (Vol. 44, No. 1), "Vocational Counseling Trends in Rehabilitation Settings" by Daniel Sinick in the 1977 July/August, issue (Vol. 43, No. 3) and "Rehabilitation of the Disadvantaged" by Terrie G. Raphael in the 1972 May/June, issue (Vol. 38, No. 3).

MENTAL RETARDATION is an official publication of the American Association of Mental Deficiency and is published bimonthly. Content often includes: new approaches to methodology, critical summaries, interpretations or essays on current topics, program descriptions, case studies, and research reports. Subscriptions cost $26 per year and are available from the American Association of Mental Deficiency, 5201 Connecticut Avenue, N.W., Washington, DC 20006. Articles include: "Retention of Mentally Retarded Children in a Community School Program" by Carol Peterson in the February, 1977, issue (Vol. 15, No. 1), "Guidance and Counseling Practices with Mentally Retarded Youth" by Raymond E. Morley and Charles Kokaska in the June, 1979, issue (Vol. 17, No. 3) and "Occupational Training for Retarded Persons" by Alfred Borrelli in the October 1972, issue (Vol. 10, No. 5).

THE JOURNAL OF VISUAL IMPAIRMENT AND BLINDNESS is an interdisciplinary journal for practitioners and researchers professionally concerned with blind and visually impaired persons. It is published monthly except July and August for $15 per year. The address for information is Publications and Information Services Department, American Foundation for the Blind, 15 West 16 Street, New York, NY 10011. Example articles include: "Assertive Skills Training for the the Blind" by Gary Everhart, Marthanne Luzader, and Sue Tullos, and "A New Career for the Blind" by Bill Tomlin. Both appear in the February, 1980, issue (Vol. 74, No. 2).

THE JOURNAL OF VOCATIONAL BEHAVIOR publishes bimonthly empirical, methodological, and theoretical articles related to vocational development, preference, implementation, satisfaction and effectiviness through the life span. Information and effectiveness through the life span. Information concerning personal subscription rates may be obtained by writing Publisher, 11 Fifth Avenue, New York, NY 10003. Example articles include: "Hiring Bias and the Disabled Interviewer: Effects of Manipulating Work History and Disability Information of the Disabled Job Applicant" by Christopher I. Stone and Birgit Sawatzki in the February, 1980, issue (Vol. 16, No. 1) and "Readiness for Vocational Planning in Junior High School: A Socio-Economic and Geographic Comparison" by Robert E. Campbell and Jean L. Parsons in the October, 1972, issue (Vol. 2, No. 4).

LANGUAGE, SPEECH AND HEARING SERVICES IN SCHOOLS is published quarterly by the American Speech-Language-Hearing Association. Subscriptions are $15 per year and are available through the Association at 10801 Rockville Pike, Rockville, MD 20852.

POINTER is a magazine for special class teachers and parents of the handicapped. It is published three times a year and can be subscribed to for $10. The address is Heldref Publications, 4000 Albemarle St., N.W., Washington, DC 20016. The themes of two current issues are "Successful Ways of Managing Conflict in the Classroom" (Fall, 1979) and "Teachers Under Stress: Survival Techniques" (Winter, 1980).

REHABILITATION LITERATURE is published as an educational service provided by the National Easter Seal Society. Ten issues per year are circulated at a subscription rate of $12.50. Single copies are available for $2 each except for two month combination issues (June/July; November/December) which are $3. Orders may be sent to the National Easter Seal Society, 2023 West Ogden Avenue, Chicago, IL 60612. Example articles include: "Electronic Technology for Disabled People" by Roger Jefcoate in the April, 1977, issue (Vol. 38, No. 4) and "The Placement Process in the Rehabilitation of the Severely Handicapped" by William M. Usdane in the June, 1976, issue (Vol. 38, No. 5).

SOCIOLOGY OF EDUCATION is a journal of research in socialization and social structure as they relate to education. It is availabe to members of the American Sociological Association for $8 per year and to nonmembers for $12 per year. The address is the American Sociological Association, 49 Sheridan Avenue, Albany, NY 12210. An example article is "Race and Sex Influences in the Schooling Processes of Rural and Small Town Youth" by Larry W. Debord, Larry Griffin, and Melissa Clark in the April, 1977, issue (Vol. 50, No. 2).

TEACHING EXCEPTIONAL CHILDREN is a journal of The Council for Exceptional Children (CEC) which is published quarterly. A subscription is included with CEC membership and nonmembers can subscribe for $12.50 per year. The address is The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091. Example articles include "Late Again? Three Techniques to Reduce Tardiness in Secondary Learning Handicapped Students" by Jan-Olivia Potthoff and "Mainstreaming Secondary Students: A Peer Tutoring Model" by Richard M. McCarthy and Robert A. Stodden. Both articles are in the Summer, 1979, issue (Vol. 11, No. 4).

VOCED is the official journal of the American Vocational Association and is published monthly from September through June with a combined November/December issue. All members of AVA receive the journal. A nonmember's subscription is $15 per year ($2 per single copy). Address inquiries to the American Vocational Assocation, Inc., 2020 N. 14th Street, Arlington, VA 22201. Example articles include: "How Well Are We Serving Black America?" by Charles F. Nichols in the January, 1980, issue (Vol. 55, No. 1) and "Work Sample Testing for Adults with Special Needs" by Warren Birch in the March, 1976, issue (Vol. 51, No. 3).

VOCATIONAL GUIDANCE QUARTERLY is the official publication of the National Vocational Guidance Association, a division of The American Personnel and Guidance Association (APGA). It is published quarterly at a $10 per year subscription rate ($3 per single copy). The address for information is the American Personnel and Guidance Association, 1607 New Hampshire Avenue, Washington, DC 20009. Example articles include: "Physically Impaired Students and the Vocational Exploration Group" by Margery A. Neely and Mary W. Kosier and "Facilitating Vocational Development Among Disadvantaged Inner City Adolescents" by Asma Hamdani, both in the September, 1977, issue (Vol. 26, No. 1).

ALPHABETICAL LIST OF ORGANIZATIONS FOR THE HANDICAPPED*

ALEXANDER GRAHAM BELL ASSOCIATION FOR THE DEAF
3417 Volta Place, N.W., Washington, DC 20007 Phone: 202-337-5220

This is an international organization, founded in 1890, whose goal is to foster supportive environments and programs directed to the preparation of the hearing impaired child and adult to participate independently in the life of his family, community and country. The Association provides information services for parents, educators, libraries, hospitals and clinics, physicians, nurses, students and others interested in the hearing impaired. It also maintains a specialized library of hearing and speech containing over 20,000 volumes and extensive clipping and pamphlet files.

ASSOCIATION FOR CHILDREN WITH LEARNING DISABILITIES
4156 Library Road, Pittsburgh, PA 15234 Phone: 412-341-1515

The Association for Children with Learning Disabilities is a nonprofit federal organization with over 365 state and local affiliates. It was incorporated in 1964 for the purpose of advancing the education and general well-being of children with learning disabilities. The Association currently directs its efforts toward increasing public understanding, stimulating improved school and community relationships and sponsoring meetings. ACLD publishes a monthly newsletter.

AMERICAN ASSOCIATION ON MENTAL DEFICIENCY
5201 Connecticut Ave., N.W., Washington, DC 20015 Phone: 202-244-8143

The AAMD is a national organization founded in 1876 of over 10,000 professionals representing a variety of interests and disciplines dealing with many types of developmental disabilities. The objectives of the AAMD are to effect the highest standards of programming for the mentally retarded, to facilitate cooperation among those working with the mentally retarded, and to educate the public to understand, accept and respect the mentally retarded. These aims are achieved by: 1) serving on panels to develop and evaluate standards for services and facilities for the retarded; 2) planning national educational and informational seminars; 3) attending meetings at the local, regional, national, and international levels; 4) supporting legislation concerning the rights and services available to the retarded, as well as the prevention of mental retardation and related developmental disabilities; and 5) furthering the professional identity of all individuals and disciplines in the field of mental retardation.

*For further information, write to the Committee for the Handicapped, People to People Program, Suite 610, LaSalle Building, Connecticut Avenue and L Street, Washington, DC 20036, for a free copy of the Directory of Organizations Interested in the Handicapped (approximately 200 entries).

AMERICAN ASSOCIATION FOR REHABILITATION THERAPY, INC.
P. O. Box 93, North Little Rock, AR 72116 Phone: 501-725-9100, Ext. 469

The A.A.R.T. is a professional 300-450 member organization of medical rehabilitation personnel and other individuals interested in rehabilitation of the mentally and physically disabled. Founded in 1950, the A.A.R.T. is organized into separate sections for each of the adjunctive therapies in the field of physical medicine and rehabilitation. Local, regional and national meetings are held: 1) to promote the use of curative and technical modalities within the scope, philosophy and approved medical concepts of rehabilitation, 2) to advance the practice of rehabilitation, 3) to establish and advance the standards of education of rehabilitation therapists, 4) to encourage and promote research, and 5) to cooperate with other organizations in the realization of common objectives.

AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND, INC.
1511 K Street, N.W., Washington, DC 20005 Phone: 202-347-1559

This is a national organization founded in 1895 to render all possible assistance in the promotion, development and improvement of services to blind persons. Its membership numbers 3,500 individuals and agencies. The principal programs of the Association include international meetings and regional meetings, both held biennially. Twenty-eight chapters hold at least one meeting annually.

AMERICAN FOUNDATION FOR THE BLIND, INC.
15 West 16 Street, New York, NY 10011 Phone: 212-924-0420

The AFB is a private, national organization whose objective is to help those handicapped by blindness to achieve the fullest possible development and utilization of their capacities and integration into the social, cultural and economic life of the community. The Foundation serves as a clearing house on all pertinent information about blindness and services to those who are blind. On-going programs include: 1) psyche-social and technological research in the area of blindness, 2) consultation to private and governmental agencies directly servicing the blind and deaf-blind, 3) manufacture of talking books, 4) aids and appliances for blind persons, 5) public education through all media, 6) maintaining a special library on the subject of blindness for lending and bibliographic purposes, and 7) legislative counsel and action programs.

AMERICAN OCCUPATIONAL THERAPY ASSOCIATION
6000 Executive Blvd., Rockville, MD 20852 Phone: 301-770-2200

This is the professional organization for occupational therapists and occupational therapy assistants. Founded in 1917, its primary object and purpose is to: 1) improve and advance the practice of occupational therapy to insure that the breadth and quality of services adequately and appropriately meet the health care needs of the society it serves, 2) improve and advance education and qualification in occupational therapy, 3) establish standards of performance, 4) foster research and study of occupational therapy, 5) engage in other activities to further the dissemination of knowledge of the practice of occupational therapy. The Association has a current membership of 18,000 and a staff of 35.

AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION
1607 N. H. Avenue, N.W., Washington DC 20009 Phone: 202-483-4633

This is a scientific and educational association dedicated to the advancement of the discipline of personnel and guidance work. The Association has approximately 35,000 members and a full-time staff of 35. The Association conducts a diverse series of programs including: 1) programs to identify and communicate the latest and best in current practice in the College Personnel profession, 2) programs to improve guidance and counseling education and supervision, including counselor development workshops and a national APGA convention each spring, and 3) development of publications of guidance theory and practice, emphasizing the close relationship and inter-dependence among personnel workers in schools, colleges, community agencies, business, industry and government. Publications include the Personnel and Guidance Journal and Guidepost.

AMERICAN PRINTING HOUSE FOR THE BLIND, INC.
1839 Frankfort Avenue, Louisville, KY 40206 Phone: 502-895-2405

Founded in 1858, this organization seeks to provide literature and appliances for the blind on a nonprofit basis. The organization's activities are carried out by a full-time staff of 550. The American Printing House for the Blind: 1) publishes and distributes embossed books, books in large type, recorded materials, and aids for educational purposes; materials are distributed on a per capita basis to all public educational institutes for the blind throughout the United States and its territories; 2) manufactures books and periodicals--both braille and talking books--at cost for organizations which provide literature for the blind; and 3) conducts inquiry and research in the specific problems relating to the selection and preparation of literature and appliances for the blind and near-blind.

AMERICAN SPEECH AND HEARING ASSOCIATION
9030 Old Georgetown Rd., Washington DC 20014 Phone: 301-530-3400

The purposes of the American Speech and Hearing Association are to encourage basic scientific study of the processes of individual human communication with special reference to speech, hearing, and language; promote investigation of disorders of human communication and foster improvement of clinical procedures with such disorders; stimulate exchange of information among persons and organizations so engaged; and to disseminate such information.

BUREAU OF EDUCATION FOR THE HANDICAPPED, U.S. OFFICE OF EDUCATION
400 Maryland Avenue, S.W., Washington, DC 20202 Phone: 202-245-9661

The Bureau was established in 1967 for the purpose of coordinating and administering all Office of Education programs for the Handicapped. The principal program areas in which the Bureau of Education for the Handicapped is engaged include: 1) support to States and higher education institutions for training teachers and other professional personnel for educating handicapped, 2) support of research and demonstration projects, instructional materials, resource, and information centers dealing with the handicapped, 3) production and distribution of media and materials for the handicapped, including captioned films for the deaf, 4) aid to states for school services for the handicapped, through the Education of the Handicapped Act, the Elementary and Secondary Education Act, and the Vocational Education Act, and 5) support for model programs in early childhood education, learning disabilities, and deaf-blind centers.

CLOSER LOOK
Box 1492, Washington, DC 20013

Closer Look was created in June, 1970, to help parents of handicapped children and youth in their search for education and other needed services. The Center provides up-to-date facts on new state and federal laws and helps to explain how to use legal rights to get the best possible programs for handicapped children. Although the Center is primarily oriented toward assisting parents of handicapped children, it is also well prepared to give assistance to professional educators. The Center publishes, "Common Sense from Closer Look," a free newsletter. Closer Look can help with information on local parent organizations, handicapped rights, associated agencies, disability characteristics, testing and evaluation, and suggestions for coping with daily problems.

COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive, Reston, VA 22091 Phone: 703-620-3660

CEC is a national and international nonprofit organization designed to serve exceptional children, not just the professionals who serve them. Local chapters, state and provincial federations and CEC divisions serve as delivery systems of the organization's purposes. Three publications (Exceptional Children, Teaching Exceptional Children, and Voice) are available to members. CEC also houses an information center on the education of handicapped and gifted children which contains over 29,000 books, articles, and reports. Citations and abstracts are prepared by the staff and are computer stored for rapid, efficient retrieval. An international convention, a world congress, topical conferences, training institutes and state/provincial conventions are sponsored by CEC. Training institutes offer intensive study and expert instruction in developing skills and techniques for delivering services to exceptional children. They can be brought to you--your agency or school system. CEC is also in the forefront of the movement in working with the government to protect children's right to an appropriate education.

COUNCIL OF ORGANIZATIONS SERVING THE DEAF
P. O. Box 894, Columbia, MD 21044

The COSC is a central clearinghouse and contact point for information and combined action by member organizations. Since 1967, the Council has worked to eliminate social and economic barriers which handicap deaf persons. Presently serving the deaf in both the United States and Canada, the nonprofit, tax-exempt Council is composed of 14 active members (national organizations serving deaf persons) and an impressive list of associate members (organizations interested in deafness and/or wishing to support the work of the Council). Principal programs include: 1) printed material providing information about deafness, 2) visual aids and movies, 3) public information programs, 4) central clearinghouse activities, 5) services for the deaf (legal counseling, adult education, driver safety, parent counseling, vocational training), 6) research, and 7) annual forum.

EDUCATION COMMISSION OF THE STATES
Suite 300, 1860 Lincoln Street, Denver, CO 80295 Phone: 303-861-4917

ECS is a nonprofit organization formed by interstate compact in 1966. Forty-six states, American Samoa, Puerto Rico and the Virgin Islands are now members. The goal of ECS is to further a working relationship among governors, state legislators and educators for the improvement of education. Various reports and publications are the result of ECS efforts. In addition to reports, regular publications include COMPACT (nationwide issues), Legislative Review, and ECS Annual Report, and Career Education in the States. A catalog of ECS publications is available upon request.

EPILEPSY FOUNDATION OF AMERICA
1828 L Street, N.W., Washington, DC 20036 Phone: 202-293-2930

Founded in 1967 after a series of mergers, the Foundation is the national voluntary health agency leading the fight against epilepsy in the United States. With a network of 160 affiliates and local organizations in 50 states, the Foundation acts as national spokesman, advocate, and ombudsman for four million people with epilepsy. Defining the myriad of problems of these people and devising specific detailed programs to solve them are prime Foundation objectives. The Foundation supports some 19 categories of programs involving 73 specific activities under the heading of medical, social, and information. Annual projects include the national Epilepsy Month (November), School Alert (a national educational program for schools), and selection of the Epilepsy Poster Child.

FEDERATION EMPLOYMENT AND GUIDANCE SERVICE
215 Park Avenue South, New York, NY 10003 Phone: 212-777-4900

The basic objective of the Service is to provide job placement, educational and vocational guidance, vocational rehabilitation, skills training, psychological testing, diagnostic work sample evaluation, supportive remedial services, including English "as a second language," and high school equivalency preparation for those individuals in greatest vocational need--the socially, emotionally and physically handicapped. A private, voluntary, nonprofit organization founded in 1934, the Federation carries on its activities with a 200 member professional staff with locations in Bronx, Brooklyn, Manhattan, and Queens.

FEDERATION OF THE HANDICAPPED, INC.
211 West 14 Street, New York, NY 10011 Phone: 212-242-9050

The Federation of the Handicapped, founded in 1935, is a private, nonprofit organization whose purpose is the vocational rehabilitation of the disabled. Principal programs include: 1) Tri-Evaluation Program, 2) PATH (Personal Aides to the Homebound), 3) High School Homebound, 4) Programmatic Research, 5) Training Services Program, 6) Industrial Divisions, 7) Higher Horizons for the Homebound, 8) Home Employment Program, 9) Group Work and Recreation, and 10) Learning Capacities Service.

HUMAN RESOURCES CENTER
Willets Road, Albertson, NY 11507 Phone: 516-747-5400

This is a nonprofit organization for the education, training and placement of the disabled, educably retarded and aged. The Center is comprised of three interrelated units: 1) Abilities, Incorporated--a self-supported and nonprofit work facility for the handicapped, 2) The Human Resources Research and Training Institute--The Institute conducts research, innovative and demonstration projects which seek to point out how through proper evaluation and training the severely physically disabled, educably retarded and the aged can gain independence, and 3) The Human Resources School--for severely physically handicapped children and young adults. Principal programs include: 1) employment of handicapped, evaluation, training, and placement, 2) education of handicapped, 3) research and demonstration projects, and 4) seminars and training institutes for business and profesionals.

JUNIOR NATIONAL ASSOCIATION OF THE DEAF
Gallaudet College, Washington, DC 20002 Phone: 202-447-0480

Junior NAD is a national student organization founded in 1962 whose purpose is to motivate all deaf young people to utilize their potential and to bring them into the mainstream of American life. The principal programs and activities of Junior NAD include: Biennial National Conventions, Biennial Regional Youth Conferences, an Annual Youth Development Camp, and a Biennial Advisors Workshop.

THE JOSEPH P. KENNEDY, JR. FOUNDATION
1701 K Street, N.W., Suite 205, Washington, DC 20006 Phone: 202-331-1731

The Foundation was established in 1946. It has strived to determine causes of mental retardation through research; to reduce its effects by treatment and training; to promote programs of physical fitness and vocational supervision for the retarded; to train professionals to work in this field; and to make the general public aware of efforts being made on behalf of the mentally retarded. Present programs include biological and behavioral research and training at university mental retardation centers, bioethics programs such as those at The Joseph and Rose Kennedy Institute, and physical education and recreation programs such as the Special Olympics.

LIBRARY OF CONGRESS DIVISION FOR THE BLIND AND PHYSICALLY HANDICAPPED
Washington, DC 20542 Phone: 202-882-5500

The Division for the Blind and Physically Handicapped administers a national program providing free library service to persons who are unable to read standard print materials because of visual or physical impairment. Books and magazines in recorded and braille formats are produced and distributed to a network of over 140 cooperating regional and subregional libraries throughout the United States which provide direct service to eligible persons. Principal program areas include: 1) selection, production and distribution of braille and talking books (disc and cassette) to cooperating libraries (bibliographic control of all materials produced), 2) development of the national collection of musical scores and instructional texts, circulation and reference service of music materials in special formats for the handicapped, 3) bibliographic searching services and international interlibrary loan, 4) provision of reference and information services on blindness and physical handicaps, 5) training and coordination of volunteer activities related to the production of books in braille and recorded form, 6) research and development for book reproduction equipment and media.

MAINSTREAM, INC.
1200 15 St., N.W., Washington, DC 20005 Phone: 202-833-1136

This is a national nonprofit, tax exempt organization, founded in 1975, to aid in the mainstreaming of the handicapped. Mainstream, Inc. offers programs and services to increase awareness of affirmative action for the handicapped and to provide assistance with the mainstreaming process. Programs and services include: In the Mainstream, a free bimonthly newsletter; Mainstream-On-Call, a toll-free number for answering questions (800-424-8089); conferences; publications--brochures and booklets; and compliance assistance. Reports available for 50 cents each plus postage include: Attitudinal Barriers Report, Interviewing and Recruiting Qualified Handicapped Employees, Mousetrap: A Case Presentation of a Model Affirmative Action Program, and A Model for Placement and Job Analysis.

MUSCULAR DYSTROPHY ASSOCIATIONS OF AMERICA INC.
810 Seventh Ave., New York, NY 10019 Phone: 212-586-0808

The MDAA, a nonsectarian voluntary health organization, was founded and incorporated in 1950 to foster research seeking cures or effective treatments for muscular dystrophy and related neuromuscular diseases. The Association's national office is located in New York City; there are more than 250 affiliated chapters throughout the United States, including Alaska, Hawaii, Guam and Puerto Rico. MDAA programs include: patient services, including orthopedic appliances and physical therapy, education of both those with dystrophy and the general public, recreational programs, flu shots, transportation, community clinics in larger cities, and research.

NATIONAL ASSOCIATION OF THE DEAF
814 Thayer Avenue, Silver Spring, MD 20910 Phone: 301-587-1788

The NAD is a private organization founded in 1880 for the purpose of promoting social, educational and economic well-being of the deaf citizens of the United States. The principal function of the Association is to serve as a clearinghouse for information relating to deafness and the problems of the deaf. To this end, the Association: provides experts on socioeconomic aspects of deafness to interested groups and organizations, provides a representative body which determines and articulates the point of view of the deaf adult on programs relating to problems caused by hearing loss, and conducts studies and workshops on professional services problems and programs.

THE NATIONAL ASSOCIATION FOR MENTAL HEALTH, INC.
1800 North Kent Street, Arlington, VA 22209 Phone: 703-528-6405

This is a private organization with 1,000 local affiliate chapters whose aim is to improve attitudes toward mental illness and the mentally ill, to improve services for the mentally ill, and to work for the prevention of mental illness and to promote mental health. The Association sponsors broad programs of research, social action, education and service. Special program emphasis is placed on: improved care and treatment for mental hospital patients; aftercare and rehabilitation; community mental health services; and treatment, education and special services for mentally ill children.

NATIONAL ASSOCIATION OF THE PHYSICALLY HANDICAPPED, INC.
6473 Grandville Avenue, Detroit, MI 48228 Phone: 313-271-0160

The Association of the Physically Handicapped, Inc., seeks to promote the economic, physical, and social welfare of all physically handicapped. Founded in 1958, the organization has a membership belonging to 35 autonomous local chapters, with Members-at-Large in many states where there are no chapters. The principal programs and activities are administered by specialized committees and include activities in the areas of: legislation, employment, barrier-free design, publicity, housing, ways and means (including national queen contest), education and research, constitution and by-laws, recreation and sports, library, awards, consumerism, membership and organization, and transportation.

NATIONAL ASSOCIATION FOR RETARDED CITIZENS
2709 Avenue E East, P.O. Box 6109, Arlington, TX 76011 Phone: 817-261-4961

The purpose of NARC is to further the advancement of all ameliorative and preventive study, research and therapy in the field of mental retardation, to develop a better understanding of the problems of mental retardation by the public, to further the training and education of personnel for work in the field, and in general to promote the general welfare of the mentally retarded of all ages. Principal programs include: public education, family counseling and clearinghouse activities.

NATIONAL CAREER DEVELOPMENT PROJECT
Box 379, Walnut Creek, CA 94596 Phone: 415-935-1865

The National Career Development Project is designed to be a central clearinghouse of information concerning the job hunt, career change, and more effective ways of helping people identify what they want to do with their lives. The Center accomplished these goals through a nationwide network designed for dissemination of research and other career information, bimonthly newsletter about life/work planning, and regular workshops. Resources are created by the Center to meet current needs which are available for nominal fees.

NATIONAL CENTER FOR A BARRIER FREE ENVIRONMENT
7315 Wisconsin Avenue, Washington, DC 20014 Phone: 301-656-9496

The Center was established to coordinate the national drive to make America free of physical barriers that restrict the mobility of disabled people. Working with and through its members, the Center's total effort is directed towards freeing disabled Americans from the barriers that prevent their full use of the man-made environment. Programs of the Center: 1) establish a national clearinghouse of information and technical services for professionals, volunteers, disabled people, employers of handicapped workers, and concerned citizens; 2) create programs to assist businesses, academic institutions, and others directed by recent federal legislation to provide accessible facilities; 3) initiate and assist in drafting model legislation, codes and regulations; 4) identify research needs and relate to funding sources; 5) communicate through Center publications timely reports on activities and developments across the nation; 6) assess existing programs, develop innovative approaches, and direct coordinated efforts to apply the most effective methods in locations where needs have been identified; and 7) provide assistance to public agencies and private concerns with authority or influence to accelerate barrier removal.

NATIONAL COUNCIL FOR THERAPY AND REHABILITATION THROUGH HORTICULTURE
Mount Vernon, VA 22121

The NCTRH was created in 1973 to meet pressing needs. Membership extends across the United States as well as Canada and England. The Council promotes and encourages the development of horticulture and related activities as a therapeutic and rehabilitation medium. It coordinates many professional, educational, therapeutic and rehabilitative organizations striving to use horticulture in the course of human development. The activities and services include: professional consultation, regional workshops and seminars, placement service and manpower exchange bank, monthly publications, resources and information pool, listings of allied programs through the country, professional standards and registration, and a speakers' bureau.

THE NATIONAL EASTER SEAL SOCIETY FOR CRIPPLED CHILDREN AND ADULTS
2023 West Ogden Avenue, Chicago, IL 60612 Phone: 312-243-8400

The objectives of the Society are to: 1) assist disabled persons and their families in finding and making effective use of resources which will be helpful to them in developing their abilities and in living purposeful lives, 2) assist communities in developing necessary and appropriate resources for disabled persons, 3) establish and maintain programs and services which are appropriate and realistic, and 4) create a climate of acceptance of disabled persons which will enable them to contribute to the full extent of their competence to the well-being of the community. The National Society conducts a three-point program in service, education, and research at the national, state, and local levels. Programs serve all types of physically handicapped children and adults.

NATIONAL FEDERATION OF THE BLIND
Suite 212, 1346 Connecticut Ave., N.W., Washington, DC 20036
Phone: 202-785-2974

The purpose of the NFB is the complete integration of blind people into society as equal members. This objective involves the removal of legal, economic and social discriminations and the education of the public to new concepts concerning blindness. The programs and activities include: 1) education of the general public regarding blindness by means of speeches, pamphlets, radio, and TV appearances by members of the NFB; 2) assistance to blind persons who are victims of discrimination or whose rights have been denied. Such assistance takes the form of initiating court action, negotiating with public officials, conferring with private groups or individuals, and seeking publicity in the press and otherwise; 3) research of new state and federal laws and regulations concerning the blind; 4) consultation to congressional committees and state legislatures; and 5) scholarships to blind students.

NATIONAL MULTIPLE SCLEROSIS SOCIETY
257 Park Avenue South, New York, NY 10010 Phone: 212-674-4100

The Society was founded in 1946. Its major objectives are 1) to stimulate, coordinate, and support research directed toward determining the cause, prevention, alleviation and cure of multiple sclerosis and related diseases of the central nervous system; 2) to conduct lay and professional education programs concerning the diseases; 3) to administer patient services through local chapters; and 4) to carry out worldwide programs of information and idea exchange. The Society's principal program and activities include: 1) patient aid programs conducted by local chapters and tailored to community needs; 2) special clinics for multiple sclerosis within existing hospital facilities; 3) research grants for studies in the field of multiple sclerosis, including fundamental as well as applied studies, clinical or nonclinical in nature, providing they show a reasonable relevance to the Society's interests; 4) research fellowships to encourage promising physicians and scientists to embark upon an academic career involving clinical or fundamental research related to multiple sclerosis and allied neurological disorders; and 5) International Federation of Multiple Sclerosis Societies, an Association of 17 National Multiple Sclerosis Societies formed under the NMSS, USA leadership.

NATIONAL REHABILITATION ASSOCIATION
1522 K Street, N.W., Washington, DC 20005 Phone: 202-659-2430

The Association is an organization of professional and lay persons dedicated to the rehabilitation of all physically and mentally handicapped persons. Founded in 1925, the Association strives to increase opportunities for handicapped persons to become self-sufficient, self-supporting and contributing members of the community and to show that this results in social and economic gains to the nation as well as to the individual. To achieve its objectives, the Association: 1) represents its members before governing bodies concerned with rehabilitation legislation; 2) encourages teamwork as a basic system of rehabilitation through the maximum use of the knowledge and skills of all professions; 3) provides through publications and conferences on the national, regional, and local level a forum for discussion of all problems related to the handicapped; 4) fosters research to advance knowledge and skills necessary to improve rehabilitation services to the handicapped; and 5) promotes and stimulates professional training opportunities for all personnel engaged in work with the handicapped.

NATIONAL REHABILITATION COUNSELING ASSOCIATION
1522 K Street, N.W., Washington, DC 20005 Phone: 202-296-6080

This Association is a private organization founded in 1958 with the objectives of 1) developing professional standards for rehabilitation counseling, 2) promoting professional training for rehabilitation counseling. 3) supporting rehabilitation counseling as it contributes to the interdisciplinary approach to the solution of problems in rehabilitation, and

4) fostering research to advance knowledge and skill in rehabilitation counseling. The Association's principal programs and activities include: 1) sponsorship of the National Counselor Certification Program; 2) recruitment and placement service for rehabilitation counseling personnel; 3) committee studies in ethics, professional standards, training, and research; 4) sponsorship of training institutes; 5) awards and scholarship programs; 6) state, regional and national conferences; and 7) liaison with federal and state rehabilitation agencies and Congress.

NATIONAL SAFETY COUNCIL
425 Michigan Avenue, Chicago, IL 60611 Phone: 312-527-4800

The NSC is a nongovernmental, nonprofit, privately supported public service membership organization, devoted to encouraging methods and procedures leading to increased safety in all walks of life. Since its founding in 1913, it has been instrumental in collecting and publishing information and data regarding accidents, in the dissemination of educational and informative data and for all other information relative to safety methods and procedures. To carry out these programs, the Council: 1) serves as a national and international clearinghouse of information about causes of accidents and ways to prevent them; 2) stimulates accident prevention programs, advises companies, traffic authorities, industrial management, transportation officials, school administrators and farm organizations; works with organized labor, churches, clubs, colleges and traffic authorities as well as with industry; 3) maintains the world's largest library of accident prevention data; produces informative and educational materials; conducts safety achievement programs for industries and for commercial vehicle operators; furnishes technical information, advice and testimony, when requested, on pertinent legislation; 4) publishes eight nationally distributed magazines with a total circulation of nearly 3,000,000; and 5) compiles and publishes annual data covering accidents of all kinds.

NATIONAL SOCIETY FOR THE PREVENTION OF BLINDNESS, INC.
79 Madison Avenue, New York, NY 10016 Phone: 212-684-3505

This Society has been engaged since 1908 in the prevention of blindness and conservation of vision through a comprehensive program of community service, publications, public information, lay and professional education and basic clinical and operational research. Approximately 25,000 volunteers are used extensively in the community service program of preschool vision screening and glaucoma detection. The Society's principal programs and activities include: 1) support of basic, clinical, and operational research, and collection of information on causes of blindness, number of partially seeing children in school programs and number of teachers and programs in the services; 2) community services, including preschool vision screening programs, glaucoma detecting programs, and incentive programs for industrial and school eye safety and health information; 3) professional education programs--institutes, inservice training program for health educators, teachers, and nurses; 4) international activities, including participation in the activities of the International Society for the Prevention of Blindness, and counseling interested parties in many foreign countries; and 5) public information and education programs, utilizing publications, exhibits, speakers, bureaus, the use of various media, and legislative development programs.

PLACEMENT AND REFERRAL CENTER OF HANDICAPPED STUDENTS, Division of Special Education and Pupil Personnel Services, Board of Education of the City of New York
131 Livingston Street, Brooklyn, NY 11201 Phone: 212-624-0854

The Center provides job placement, career counseling, follow up and referral to social, rehabilitation and education agencies. More than 1,000 young adults with diverse handicapping conditions are serviced each year. Principal programs include: full-time, part-time and summer job placement; central registry of job-ready young adults; liaison with business and labor unions; consultant to industry and unions in developing affirmative action employment programs; college placement; and contact with students who leave school.

THE PRESIDENT'S COMMITTEE ON EMPLOYMENT OF THE HANDICAPPED
Washington, DC 20210 Phone: 202-961-3401

This Committee was established in 1947. The objective of the Committee is to help the handicapped help themselves. To accomplish this goal, the Committee: 1) conducts national education and information programs designed to eliminate physical and psychological barriers; to further educational training, rehabilitation and employment opportunities; and to create community acceptance of the disabled and 2) provides leadership and technical support to volunteer Governor's Committees on Employment of the Handicapped in all states, the District of Columbia, Puerto Rico and the Virgin Islands, as well as to over 1,500 local community committees located across the nation. Today, the Committee is composed of more than 600 volunteer organizations and individuals representing business, handicapped persons, industry, labor, media, medical, professional, rehabilitation, religious, veterans, youth and other concerned groups.

PRESIDENT'S COMMITTEE ON MENTAL RETARDATION
7th and D Streets, S.W., Washington, DC 20201 Phone: 202-245-7634

This Committee, established in 1966, is composed of 21 citizen members appointed by the President and three cabinet members ex-officio. The Secretary of Health, Education and Welfare is chairman. Its objectives are to: advise and assist the President on all matters pertaining to mental retardation; evaluate national, state and local efforts; help coordinate federal activities; facilitate communication between federal, state and local agencies; inform the public about mental retardation; and mobilize support for related activities.

REHABILITATION SERVICES ADMINISTRATION (Formerly Social and Rehabilitation Service)
330 C Street, S.W., Washington, DC 20201 Phone: 202-245-6726

The Service administers programs of HEW that deal with the handicapped, dependent families and children. Programs of the Administration deal with the supervision, management, development and promotion of the provisions of the Rehabilitation Act of 1973. It provides matching funds, program support and guidance to state and local agencies in the administration of the following state-federal programs: Vocational Rehabilitation for Disabled People, Disabled Social Security Insurance Applicants, Disabled Supplemental Security Income Applicants, Services for the Blind and Visually Handicapped, Services for the Deaf and Hearing Impaired, and The National Advertising Campaign for Rehabilitation.

UNITED CEREBRAL PALSY ASSOCIATIONS, INC.
66 East 34 Street, New York, NY 10016 Phone: 212-889-6655

This is a national voluntary health organization dedicated to a continuing overall attack on cerebral palsy. Its primary function is to seek solutions to the multiple problems of cerebral palsy, with affiliates providing direct services to the cerebral palsied in states and communities. The organization carries on a program of guidance, instruction, and assistance to affiliates and other community agencies including: professional service programs; research and professional training; infant care centers, adult vocational and service programs; governmental activities, public education and information; and field services, including assistance in operations of affiliates, women's activities, youth activities, and affiliates' campaigns and organizational events. The national office of the organization carries on a full program of grants-in-aid to cerebral palsy research, training and education. The medical activities include development and publication of professional information for use by physicians and medical and technical schools, collection and evaluation of data relative to various methods of treatment, and dissemination of information to parents and professional groups.

UNITED STATES EMPLOYMENT SERVICE
Washington, DC 20213 Phone: 202-376-6289

The USES was established in 1933 to promote, develop, and maintain a national system of employment offices for youth and adults who are legally qualified to engage in gainful occupations, including employment counseling and placement services for handicapped persons. Principal programs of the USES are: 1) appraisal of the handicapped jobseeker's interests, abilities, education and work experience; and occupational testing, to help him/her in determining a suitable vocational goal; 2) evaluation of the handicapped person's physcial and mental capacities to be sure that the chosen occupation will not aggravate his physical condition or jeopardize his safety or that of others; 3) referral to institution, on-the-job, or remedial education training to prepare the handicapped person for competitive employment; 4) referral to other agencies for supportive services, such as health and rehabilitation; 5) analysis of jobs for the purpose of determining their physical and mental demands, or for restructuring or modifying them so they can be performed by handicapped workers; and 6) providing a wide range of high-priority services to veterans, especially disabled veterans, including preferential treatment in job placement.

STATE DEPARTMENTS OF EDUCATION

The addresses identified below will be useful in corresponding with state level guidance and counseling supervisors, state directors of career education and state directors of vocational education.

Alabama

State Department of Education
State Office Building
Montgomery, AL 36130

Alaska

State Department of Education
Alaska Office Building
Pouch F
Juneau, AK 99811

Arizona

State Department of Education
1535 W. Jefferson
Phoenix, AZ 85007

Arkansas

State Department of Education
State Education Building
Little Rock, AR 72201

California

State Department of Education
721 Capitol Mall
Sacramento, CA 95814

Colorado

State Department of Education
State Services Building
1525 Sherman Street
Denver, CO 80203

Connecticut

State Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06115

Delaware

Department of Public Instruction
J. G. Townsend Building
Dover, DE 19901

Florida

State Department of Education
Collins Building
Tallahassee, FL 32304

Georgia

State Department of Education
State Office Building
Atlanta, GA 30334

Hawaii

Department of Education
P.O. Box 2360
Honolulu, HI 96804

Idaho

State Department of Education
Len B. Jordan Office Building
Boise, ID 83720

Illinois

Illinois Office of Education
100 North First Street
Springfield, IL 62777

Indiana

Department of Public Instruction
120 W. Market Street
Indianapolis, IN 46204

Iowa

Iowa Department of Public Instruction
Grimes State Office Building
Des Moines, IA 50319

Kansas

Kansas State Department of Education
120 East Tenth Street
Topeka, KS 66612

Kentucky

State Department of Education
Capitol Plaza Tower
Frankfort, KY 40601

Louisiana

Vocational Education
State Department of Education
Capitol State - Box 44064
Baton Rouge, LA 70804

Maine

Department of Education and Cultural Services
Education Building
Augusta, ME 04330

Maryland

State Department of Education
P.O. Box 8717
BWI Airport
Baltimore, MD 21240

Massachusetts

Massachusetts State Department of Education
182 Tremont Street
Boston, MA 02135

Michigan

State Department of Education
P.O. Box 30009
Lansing, MI 48909

Minnesota

State Department of Education
Capitol Square Building
658 Cedar Street
St. Paul, MN 55101

Mississippi

State Department of Education
P.O. Box 771
Jackson, MS 39205

Missouri

State Department of Education
P. O. Box 480
Jefferson City, MO 65101

Montana

Office of the Superintendent of Public Instruction
State Department of Education
State Capitol
Helena, MT 59601

Nebraska

State Department of Education
233 South Tenth Street
Lincoln, NE 68508

Nevada

State Department of Education
400 West King Street
Carson City, NV 89701

New Hampshire

State Department of Education
105 London Road
Concord, NH 03301

New Jersey

State Department of Education
225 West State Street
Trenton, NJ 08625

Director of Career Education
Department of Education
Job Corps Center, Bldg. 871
Plainfield Avenue
Edison, NJ 08817

New Mexico

State Department of Education
Education Building
Santa Fe, NM 87503

New York

State Department of Education
99 Washington Avenue
Albany, NY 12230

North Carolina

State Department of Education
544 Education Building
Raleigh, NC 27611

North Dakota

Department of Public Instruction
State Capitol
Bismarck, ND 58505

State Board of Vocational Education
State Office Building
900 East Boulevard Avenue
Bismarck, ND 58505

Ohio

Department of Education
65 South Front Street
Columbus, OH 43215

Vocational Education Division
Ohio Departments of Education
907 Ohio Departments Building
Columbus, OH 43215

Oklahoma

State Department of Education
Oliver Hodge Education Building
2500 N. Lincoln
Oklahoma City, OK 73105

Vocational Education
1515 West Sixth Avenue
Stillwater, OK 74074

Oregon

State Department of Education
942 Lancaster Drive, N.E.
Salem, OR 97310

Pennsylvania

State Department of Education
P.O. Box 911
Harrisburg, PA 17126

Rhode Island

State Department of Education
Roger Williams Building
22 Hayes Street
Providence, RI 02908

South Carolina

State Department of Education
Rutledge Office Building
1429 Senate Street
Columbia, SC 29201

South Dakota

State Department of Education
Office Building No. 3
Pierre, SD 57501

Tennessee

State Department of Education
Cordell Hull Building
Nashville, TN 37219

Texas

Texas Education Agency
201 East 11th Street
Austin, TX 78701

Utah

State Department of Education
250 East 5th Street, South
Salt Lake City, UT 84111

Vermont

State Department of Education
State Office Building
Montpelier, VT 05602

Virginia

State Department of Education
Eighth Street Office Building
Richmond, VA 23219

Washington

Office of Public Instruction
Old Capitol Building
Olympia, WA 98504

State Director
Commission for Vocational Education
Building No. 17
Airdustrial Park
Olympia, WA 98504

West Virginia

State Department of Education
1900 Washington Street East
Charleston, WV 25305

Wisconsin

Department of Public Instruction
125 Langdon Street
Madison, WI 53702

State Director
Vocational Education
Board for Vocational, Technical
and Adult Education
4802 Sheboygan Avenue
Madison, WI 53702

Wyoming

State Department of Education
Hathaway Building
Cheyenne, WY 82002

Director of Career Education
Department of Education
State Office Building West
Cheyenne, WY 80220

STATE AGENCIES SERVING HANDICAPPED INDIVIDUALS
(Missouri)

STATE DEPARTMENT OF EDUCATION

Dr. Roland J. Werner, Jr., Director
Division of Special Education
Department of Elementary
and Secondary Education
P.O. Box 480
Jefferson City, MO 65101
Phone: 314-751-2965

LOCAL EDUCATION AGENCIES

Director of Special Education
Superintendent of Schools

OFFICE OF STATE COORDINATOR OF VOCATIONAL EDUCATION FOR HANDICAPPED STUDENTS

(This office can tell you how funds are being used, what programs are under way and how new, improved programs can get started in your area.)

Miles F. Beachboard, Director
Programs for the Disadvantaged and Handicapped
Division of Vocational Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65101
Phone: 314-751-3524

STATE VOCATIONAL REHABILITATION AGENCY

(This agency provides extensive services to help handicapped persons overcome or compensate for disabilities so that they can become employable. Services include, but are not limited to, a comprehensive list of medical, therapeutic, counseling, education, training, and related services needed to help prepare a disabled person for work.)

William H. Keith, Assistant Commissioner
Department of Elementary and Secondary Education
Division of Vocational Rehabilitation
3523 North Ten Mile Drive
Jefferson City, MO 65101
Phone: 314-751-3251

STATE COMMISSION FOR THE BLIND

(This agency has information on matters concerning the education and training of blind and visually impaired citizens. Services may include such things as counseling visually impaired individuals and their families; providing infant learning programs to help develop independent living skills; teaching braille reading and use of recording equipment such as talking books; providing special devices to aid blind children in school and blind adults on the job; mobility training; vocational counseling, training, and placement. Many state agencies also operate eye health and visual aid clinics and sheltered workshops and can refer clients to other services provided by private agencies and organizations.)

Chief, Bureau for the Blind
Department of Social Services
Division of Family Services
619 East Capitol
Jefferson City, MO 65101
Phone: 314-751-4249

STATE MENTAL HEALTH AGENCIES

(The general purpose of this office is to plan, administer, and develop standards for state and local mental health programs such as state hospitals and community mental health centers. It assesses statewide mental health services. It provides information useful to consumers on the nature of mental illness and where one can go for help.)

Beverley Wilson, M.D., Acting Director
Department of Mental Health
2002 Missouri Boulevard
Jefferson City, MO 65101
Phone: 314-751-3070

STATE MENTAL RETARDATION PROGRAM DIRECTOR

(This office has information regarding public day and residential programs for severely or profoundly retarded individuals. Information about alternative residential services such as group homes and special housing for disabled individuals is also available.)

John G. Solomon, Acting Director
Division of MR-DD
Department of Mental Health
2002 Missouri Boulevard
P.O. Box 687
Jefferson City, MO 65101
Phone: 314-751-4054

STATE DEVELOPMENTAL DISABILITIES AGENCY

(This agency, assisted by the federal developmental disabilities program, has been designated to provide funding for direct service programs for people affected by developmental disabilities. Most of the funded programs are administered by private nonprofit agencies and organizations and may provide such services as diagnosis, evaluation, treatment, sheltered employment, recreation, information and referral, social services, and advocacy and protection of individual rights of developmentally disabled citizens.)

Note: In Missouri, the Department of Mental Health is the designated agency for developmental disabilities. See listing under State Mental Health Agencies.

PROTECTION AND ADVOCACY

Protection and advocacy systems are set up in every state for people of all ages who have developmental disabilities. These projects are required by federal law: The Developmentally Disabled Assistance and Bill of Rights Act of 1975. The project may: provide information about education, health, and social services; help parents solve difficult problems; give legal assistance.

Linda Hughes, Coordinator
Missouri Developmental Disabilities
Protection and Advocacy Services, Inc.
420-A Brooks Street
Jefferson City, MO 65101
Phone: 314-636-8113

OTHER AGENCIES SERVING DISABLED PEOPLE

Within state government there are agencies offering information and services concerning noneducational matters such as health and financial assistance. Among these are:

Crippled Children's Services

Department of Health

Department of Welfare or Social Services

Employment Security Office

Protective Services

Exact agency names may be different from those we have listed, but you can probably find the appropriate agencies in your local telephone directory in the city or county section.

Regional Resource Centers

Northwest Regional Resource Center--Dr. James Crosson (Director), Clinical Service Building, Third Floor, 1590 Willamette Street, University of Oregon, Eugene, OR 97401; (503)-686-5641 (States served: Alaska, Hawaii, Somoa, Guam, Trust Territory, Washington, Idaho, Oregon, Montana, Wyoming)

California Regional Resource Center--Mr. N. Bruce Weston, Director, 600 South Commonwealth Avenue, Suite 1304, University of Southern California, Los Angeles, CA 90005; (213)-381-5231 (States served: California)

Southwest Regional Resource Center--Dr. Wayne Johnson, Director, 2363 Foothill Drive, Suite G, University of Utah, Salt Lake City, UT 84109 (801)-581-6281; (States served: Nevada, Utah, Colorado, Arizona, New Mexico, B.I.A., Schools)

Midwest Regional Resource Center--Dr. Raymond Feltner, Director, Drake University, 1332-26th Street, Des Moines, IA 50311; (515)-271-3936 (States served: North Dakota, Oklahoma, South Dakota, Nebraska, Kansas, Missouri, Arkansas)

Texas Regional Resource Center--Dr. James Tucker, Director, Texas Education Agency, 201 East 11th Street, Austin, TX 78101; (512)-475-1306 (States served: Texas)

Mid-East Regional Resource Center--Dr. Raymond Cottrell, Director, George Washington University, 1901 Pennsylvania Avenue, NW, Suite 505, Washington, DC 20006; (202)-676-7200 (States served: Maryland, Delaware, West Virginia, North Carolina)

Mid-South Regional Resource Center--Mr. Robert Sterrett, Director, University of Kentucky Research Foundation, Porter Building, Room 131, Lexington, KY 40506; (606)-258-4921 (States served: Kentucky, Tennessee, Virginia)

District of Columbia Regional Resource Center--Dr. Aaron Favors, Director, Howard University, 2935 Upton Street, NW, Washington, DC 20008 (202)-686-6729 (States served: District of Columbia)

Southeast Regional Resource Center--Dr. Faye Brown, Director, Auburn University at Montgomery, Montgomery, AL 36117; (205)-279-9110, Ext. 258 (States served: Louisiana, Mississippi, Alabama, Georgia, South Carolina, Florida, Puerto Rico, Virgin Islands)

Pennsylvania Regional Resource Center--Dr. Jim Duffey, Director, Pennsylvania State Department of Education, 443 South Gulph Road, King of Prussia, PA 19406 (215)-265-3706 (States served: Pennsylvania)

Great Lakes Regional Resource Center--Mrs. Jane Walline, Director, Michigan State Department of Education, Post Office Box 30008, Lansing, MI 48902; (517)-373-9433 (States served: Minnesota, Wisconsin, Michigan, Indiana)

Illinois Regional Resource Center--Dr. Sidney R. Miller, Director, Northern Illinois University, DeKalb, IL 60115; (815)-753-0656 (States served: Illinois)

Ohio Regional Resource Center--Mr. Thomas Fisher, Director, Ohio State Department of Education, 933 High Street, Worthington, OH 43085; (614)-466-2650 (States served: Ohio)

Northeast Regional Resource Center--Dr. Nicholas Maldari, Director, New Jersey State Department of Education, 168 Bank Street, Hightstown, NY 08520; (609)-448-4773 (States served: Maine, Vermont, New Hampshire, Massachusetts, Rhode Island, Connecticut, New Jersey)

New York State Regional Resource Center--Lawrence Gloeckler, Acting Director, New York State Education Department, 55 Elk Street, Albany, NY 12234; (518)-474-2251 (States served: New York)

New York City Regional Resource Center--Mr. Martin Hayott, Director, City University of New York, 33 West 42nd Street, New York, NY 10036; (212)-790-4797 (States served: New York City only)

ERIC CLEARINGHOUSES

For additional information on specific topics, contact the appropriate clearinghouse.

ERIC Clearinghouse on Career Education
The Ohio State University
Center for Vocational Education
1960 Kenny Road
Columbus, OH 43210
Phone: (614) 486-3655

ERIC Clearinghouse on Counseling and Personnel Services
University of Michigan
School of Education Bldg., Room 2108
Ann Arbor, MI 48109
Phone: (313) 764-9492

ERIC Clearinghouse on Handicapped and Gifted Children
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
Phone: (703) 620-3660

ERIC Clearinghouse on Information Resources
Syracuse University
School of Education
Syracuse, NY 13210
Phone: (315) 423-3640

ERIC Clearinghouse on Language and Linguistics
Center for Applied Linguistics
1611 North Kent Street
Arlington, VA 22209
Phone: (703) 528-4312

ERIC Clearinghouse on Reading and Communication Skills
National Council of Teachers of English
1111 Kenyon Road
Urbana, IL 61801
Phone: (217) 328-3870

ERIC Clearinghouse on Rural Education and Small Schools
New Mexico State University
Box 3AP
Las Cruces, NM 88003
Phone: (505) 646-2623

ERIC Clearinghouse on Tests, Measurement, and Evaluation
Educational Testing Service
Princeton, NJ 08540
Phone: (609) 921-9000, Ext. 2176

ERIC Clearinghouse on Urban Education
Box 40
Teachers College, Columbia University
525 West 120 Street
New York, NY 10027
Phone: (212) 678-3437

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